University of Phoenix®

Academic Catalog

2023-2024

UNIVERSITY OF PHOENIX

CENTRAL VALLEY REGION
ACADEMIC CATALOG
Volume 57
July 1, 2023 through June 30, 2024 catalog
With Updates Added:
May 1, 2024
(see addenda pages for a summary of updates added by month)

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

Dr. John G. Sperling

Founder

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

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

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

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

California Campuses

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

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

Metropolitan Area Name	Range: One Bedroom - Four Bedroom
Bakersfield, CA	$967 - 2,135
Fresno, CA	$1,157 - 2,330
Hanford - Corcoran, CA	$1,087 - 2,310
Madera, CA	$1,090 - 2,208
Visalia - Porterville, CA	$989 - 2,065

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

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

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at PO Box 980818, W. Sacramento, CA 95798-0818, http://www.bppe.ca.gov/, telephone (916) 574-8900, (888) 370-7589

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

Annual Security Report Notice

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

ADDENDUM - SUMMARY OF POLICY UPDATES ADDED TO THE CATALOG ON MAY 1, 2024

GENERAL POLICY UPDATES

- The Consumer Policies and Codes of Conduct section was updated. (see CONSUMER INFORMATION)
- The Leave of Absence section was updated. (see UNIVERSITY POLICIES)

PROGRAM POLICY UPDATES

- The Additional Admission Requirements section was updated for the BSN. (see UNDERGRADUATE PROGRAMS - COLLEGE OF NURSING)
- The Additional Admission Requirements section was updated for the MSN/ADM, MSN/ADM (Bridge), MSN/NED, MSN/NED (Bridge), MSN/INF, MSN/INF (Bridge), DNP, MSN/FNP, MSN/FNP (Bridge), MSN/FNP (California), MSN/FNP (California) (Bridge), MSN/PMH, and MSN/PMH (Bridge). (see GRADUATE PROGRAMS - COLLEGE OF NURSING)
- The Preferred Sequence and Prerequisites section was updated for the MAED/CI. (see GRADUATE PROGRAMS - COLLEGE OF EDUCATION)

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UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

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

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

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

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

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

Sperling's research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students. In fact, the majority (74 percent) of all college enrollees have at least one "non-traditional" characteristic, like having one or more dependents or is employed full-time. This focus informs the University's teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

Over the past 47 years, the University of Phoenix has been cause-driven, working to build an institution with the agility to address directly the shifting economic and academic challenges that many students face. Dr. Sperling's predictions concerning the innovations higher education would be required to make have come to pass.

Today, roughly 79 percent of undergraduate students are employed, and over 60 percent of all students have dependent children. The educational tenets set forth by Dr. Sperling in 1976 now apply to the majority of college students in the United States.

Official School Colors

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

These are custom colors and proprietary to the University.

Ownership Information

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

<div align="center">

Apollo Education Group
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
800-990-2765
apollo.edu

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Our Mission Statement

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

Our Purpose

- To facilitate cognitive and affective student learning-knowledge, skills, and values- and to promote use of that knowledge in the student's workplace.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.
- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling, and student services.
- To be organized as a private institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.
- To generate the financial resources necessary to support the University's mission.

Accreditation and Affiliations

Institutional Accreditation

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

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

Program Accreditation

College of Business and Information Technology and Business Programs

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

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

*These programs are not available for new enrollment.

For additional information, visit acbsp.org.

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

College of Nursing Programs

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

College of Social and Behavioral Sciences Social Work Program

Social Work Accreditation

University of Phoenix's Bachelor of Science in Social Work Program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, you may contact Accreditation.

https://www.cswe.org/accreditation/info/contact-accreditation-staff/

College of Education and Education Programs

Educator and principal preparation programs have been reviewed and approved by Arizona Department of Education. Individual program offerings vary by state. The California specific programs (BSLS, MAED-TED, and CTEL) have been reviewed and approved by the California Commission on Teacher Credentialing (CCTC). Additionally, the Graduate Initial Teacher Certificate programs (CERT/G-ELM, CERT/G-SEC, and CERT/G-SPE) have been reviewed and approved by the North Carolina Department of Public Instruction (NCDPI).

College of Social and Behavioral Sciences and Counseling Programs

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Phoenix Campus is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP™).

For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990

Affiliations

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education®, the American Association of Collegiate Registrars and Admissions Officers, the Pacific Association of Collegiate Registrars and Admissions Officers, the Postsecondary Electronic Standards Council, the Council for Adult and Experiential Learning, the Arizona Veterans Programs Administrators, the Association of Veterans Education Certifying Officials, the Council for Higher Education Accreditation®, the Consortium for the Advancement of Adult Higher Education, the Council for Adult and Experiential Learning, EDUCAUSE, the National Association of Military Institutions for Military Education Services, the National Association of Veterans Program Administrators, the Online Learning Consortium™, the University Professional and Continuing Education Association®, the Western Interstate Commission for Higher Education Cooperative for Educational Technologies, the Council of College and Military Educators, the International Leadership Association, the Computing Technology Industry Association, the Human Resources Certification Institute, the International Council of E-Commerce Consultants, Society for Human Resource Management®, the Association for Advancing Quality in Educator Preparation, the National Association of State Directors of Teacher Education and Certification, the American College of Healthcare Executives Higher Education Network, the Association of University Programs in Health Administration, the American Association of Colleges of Nursing, the American Association of Nurse Leaders, the American Association of Nurse Practitioners, the Association of Advance Practice Psychiatric Nurses, the California Association of Colleges of Nursing, the National Education Progression in Nursing Collaborative, the National League for Nursing, the National Organization of Nurse Practitioner Faculties, the Academy of Criminal Justice Sciences, the Center for Credentialing and Education™, the National Board for Certified Counselors™, and the Network of Schools of Public Policy, Affairs, and Administration. Additionally, the University maintains memberships in various professional and program specific organizations.

American Council on Education is a registered trademark of the American Council on Education.

Council for Higher Education Accreditation is a registered trademark of the Council for Higher Education Accreditation.

Academic Programs, Facilities and Instructional Personnel Information

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

Academic Programs

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

Academic Program Improvement

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

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

The process for outcomes-based assessment of student learning uses the Plan, Do, Check, Act model of continuous improvement.

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

Academic Programs

Undergraduate and graduate programs at University of Phoenix are offered in arts and sciences, business and management, communications, criminal justice and security, education, health administration, human services, nursing, psychology, and technology. Undergraduate students are required to complete general education requirements that are distributed across traditional liberal arts categories and interdisciplinary components. General Education requirements are described in greater detail in the Undergraduate Programs section of the catalog.

University Program Lifecycle

The University Program Lifecycle (UPL) process is the systematic approach to building, maintaining, and managing the institution's academic program portfolio. The UPL process includes regular review and examination of existing programs, courses, outcomes, skills, faculty, and student feedback to identify opportunities for improvement. All academic programs are required to be developed, maintained, and retired through this process.

The UPL process consists of three key phases:

- Program Build: This phase includes research to determine the viability of a program idea or an update to a currently offered program. This phase focuses on internal review, development of curriculum, internal governance reviews, external inputs and approvals, and cross-functional collaboration on cycled releases.
- Program Health: This phase includes an examination of existing programs, courses, outcomes, skills, faculty, alumni, employers, and student feedback to identify opportunities for improvement. There are two possible outcomes based on this examination:
  - Maintain Program: The program continues as-is, or with limited revisions to the current version.
  - Revise Program: A comprehensive revision of the program, resulting in a new version.
- Retire Program: The program version will no longer be available for new student enrollment but will continue to be supported for students currently enrolled in that program version and who are within their program completion deadline.
  - Discontinued Program: A discontinued program is any program that the University has retired and determined to no longer offer (i.e., no new versions of the program will be made available).
  - Expire Program: A retired program version, including those that have been discontinued, is eventually expired when all students who started the program version within one year of signing an Enrollment Agreement or Re-Entry Acknowledgement have either completed the program or are not able to complete within their program completion deadline. Students may not re-enter an expired program version.

University Library

The University of Phoenix Approach to Library Services

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

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

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

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

What is in the University Library?

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

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:
- Visit the student and faculty website http://my.phoenix.edu
  - This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services. A link to the Library is on the main page.

Electronic Reserve Readings

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

Additional Resources for Help

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

How to Contact the University Library

Student Technical Support 1-877-832-4867
Email library@phoenix.edu

Current Resources of the University Library

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

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THE UNIVERSITY'S TEACHING AND LEARNING MODEL

The University's teaching and learning model supports the University's continued focus on serving an adult learner population. This model drives the University's mission, empowering students to develop knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations, and provide leadership and service to their communities.

Essential features of the model include adult learning theory, brain based learning, and active learning. Adult learning theory conceptualizes the learning process as one of active inquiry rather than passively transmitted content, and recognizes that the characteristics of adult learners call for a context-driven framework focusing on real-world, relevant learning activities. Brain based learning values knowledge about individual learner differences in intellectual strengths, learning styles, disposition, and motivation. Active learning is based on the assumption that the learner's active involvement in the learning process is essential. Faculty are expected to serve not only as teachers but also as facilitators of learning.

Collaboration

Structures that encourage and facilitate collaboration are important to the teaching and learning model. Collaboration is an ability expected of employees in all professions and is one of the University's learning goals. Collaboration is incorporated within the curriculum to support students with a progressive means of building collaborative skills. This adds a robust dimension to the learning exchange as adult students teach and learn from one another.

Emphasis on Application and Relevance

There is wide agreement in the literature that the best learning occurs when bridges are built between new knowledge and the learner's experience—it makes learning relevant to the learner. Students are also more apt to be engaged when there is relevance to course content. In higher education, the relevance of what is being learned is often a determining factor for retention. The University of Phoenix teaching and learning model is especially well-suited to the institution's focus on job-readiness and cognitive and affective skills attainment.

University Learning Goals

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

- Cultural Competence and Ethics
- Critical Thinking and Problem Solving
- Communication
- Digital Fluency
- Collaboration

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

Curriculum

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

Awarding Credit Hours

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

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

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

University of Phoenix College Credit Bearing Course Recommendations

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

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

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

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

Degree Level & Minimum Total Semester Credits:

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

Access and Convenience of Time and Place

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

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

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

Academic Calendars

University of Phoenix offers programs and courses in two different types of academic calendars.

Most programs and courses are offered in a nonterm calendar, meaning they are offered on a continuous year-round basis, and do not begin and end within a discrete and defined term.

The University's Direct Assessment programs are offered in a nonstandard term calendar, which means courses are offered within a term that has a set start and end date but that is not a traditional academic semester, trimester, or quarter. Direct Assessment program courses are offered within 12-week terms. Each academic year consists of four Direct Assessment program terms. See the Direct Assessment program section of the catalog for term start dates.

Program Format

Most graduate courses at University of Phoenix meet for six consecutive weeks and most undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week. Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University's low student/faculty ratio and class size that average 17-23 students at the Online campus and 7-11 students at local ground campuses facilitate active learning and collaboration and encourage time-on-task. In general, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Class Size

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

Learning Teams

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

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

Technology Enhanced Courses

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

Faculty

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

Employee Screening

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

Student Technology Requirements and Competencies

Staying current with technology is an important part of a student's education. These technology requirements will help students prepare for their degree programs. It is strongly recommended that students own a computer before they begin their programs. A mobile phone or tablet will not be sufficient to complete all the work in a University program. The University can assist students with resources to obtain a computer at a very reasonable price. At a minimum, students must have access to a computer that meets the requirements set forth in this section of the catalog. In addition, students must be familiar with the use of the hardware and software listed below. These requirements may be updated as technology changes, and it is the responsibility of each student to ensure they have access to a computer that meets current requirements as listed below.

Hardware and Peripherals

You must have reliable access to a personal computer that meets the following specifications.

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

Software and Applications

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

Operating System	Recommended
Microsoft® Windows	Windows 10 or higher
Apple® macOS	Latest Version

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

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Supported Web Browsers

Windows	Recommended
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version
Microsoft® Edge	Latest Version
macOS	**Recommended**
Apple® Safari	Latest Version
Google® Chrome	Latest Version
Mozilla® Firefox	Latest Version

The University of Phoenix only supports the browsers listed above.

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

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

Some courses may require the purchase of additional software. Some courses may require the following software provided by the University through the Classroom. This software requires Microsoft Windows.
- Microsoft® Visio
- Microsoft® Project

Mobile Devices

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

Computer Accessibility

All students need access to a computer for success in their coursework. The operating systems on most computers already have some features that include these accessibility technologies:
- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition

Accessibility for Operating Systems

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

Program Specific Requirements

College of Business and Information Technology Programs

The College of Business and Information Technology may require access to additional software. Software currently provided by the University on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course.

College of Education Programs

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

College of Nursing Programs

The College of Nursing may require access to additional software. Software currently provided by the University of Phoenix on the student website is subject to change and may require students to purchase or obtain access to the software. Please look for updated software requirements in your course syllabi. Nurse Practitioner students are required to bring a laptop computer that meets the above technology requirements for their in-person residency.

College of Social and Behavioral Sciences Programs

The College of Social and Behavioral Sciences requires learners to bring a laptop computer that meets the above technology requirements to residencies.

MyPhoenix: Student Portal

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

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

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

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

Virtual Student Union: An online hub for students to access student resources or involvement opportunities in one place. The Virtual Student Union has several topic areas for students to browse related to academics, careers, alumni opportunities, and student organizations as a way to get more involved and receive support from the University community.

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

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

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

Classroom Recording Policy

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

- The recording is for personal academic use as part of the student's current course and occurs with the prior written consent of the faculty member teaching the class.
- If the recording is for use outside the current course, the student must obtain the prior written consent of the faculty member, and must work with the faculty member to identify and obtain the Family Educational Rights and Privacy Act (FERPA) consent of every student who is personally identifiable in the recording.
- There is a documented UOPX Accessibility and Disability Services or Title IX authorized accommodation requiring recording of specific parts of a class session.

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

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

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

Institutional Assessment Policy

Assessment of student learning is a shared responsibility among University of Phoenix (UOPX) academic leaders, faculty, and administrators. It is a collaborative and systematic process focused on continuous quality improvement to which the student and faculty voice are foundational. UOPX has created a University Assessment Committee (UAC), granted authority by the Provost. Its purpose is to support a formalized, sustainable assessment process that affords the University an opportunity to continuously improve teaching practice, student learning, student services, and co-curricular offerings; strengthen the University's reputation; and enhance accountability and transparency among the students, faculty, and University community. UAC includes representation from the colleges (including faculty and administrators), academic affairs, student service and co-curricular areas, Center for Teaching and Learning, Accreditation and Regulatory Compliance, and academic operations. Student and alumni feedback sourced through surveys and focus groups provides the committee opportunities to coordinate regarding initiatives.

Established cadences for formal assessment reporting on academic programs are as follows: The Academic Program Review (APR) occurs every five years. An academic program's Health Check occurs every fifteen months. The University's innovative, real-time course snapshot, the Rapid Assessment Process, occurs as needed according to academic leadership and assessment data. The colleges bolster these required reporting mechanisms with Student Success Meetings, faculty council meetings, industry advisory board meetings, and discipline-specific reports such as the College of Nursing's Systematic Plan of Evaluation.

Assessment of student learning at UOPX is highly collaborative and occurs across the colleges, Center for Teaching and Learning, and Assessment and Institutional Research teams. Assessment and Institutional Research ensures a consistent, systematic assessment process that all academic teams and student services units follow. Faculty within the colleges have a significant role in the assessment of student learning outcomes and the continuous improvement of student learning. The University has formalized faculty involvement through the colleges' dedicated teams of faculty assessment liaisons, individuals who act as stewards of the assessment process supporting general faculty work in this area.

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

- Ensuring faculty have opportunities to engage in the assessment process and supporting the colleges in providing these opportunities
- Providing resources, support, and training for academic, student services, and co-curricular assessment activities
- College responsibilities include:
  - Using assessment results to improve program and course quality
  - Providing leadership over assessment activities for their programs regardless of modality
  - Ensuring compliance with regulatory, accreditor, and University assessment requirements
- Center for Teaching and Learning responsibilities include:
  - Working with program leadership and faculty to develop assessments of student learning for use by faculty in the classroom
  - Following University assessment requirements
- Faculty responsibilities include:
  - Assessing individual student learning within the classroom
  - Assisting in programmatic assessment of student learning as partners in the Academic Program Review, program Health Check, Rapid Assessment process and other College-specific assessment reporting
  - Serving as content experts and actively participating in assessment planning and processes (faculty subject matter experts and faculty assessment liaisons)
  - Providing feedback on assessment activities and course content through established channels to ensure academic freedom, including conversations with faculty supervisor or college leadership, program and course surveys, and formal assessment reporting

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

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

CONSUMER INFORMATION

All institutions participating in federal financial aid programs must provide required consumer information to enrolled and prospective students as well as current and prospective employees. Where applicable, each section lists specific locations where additional information is available. To request and receive this information in writing, email your request to ConsumerInformation@phoenix.edu.

ABOUT UNIVERSITY OF PHOENIX

Change In Ownership Notice

The University of Phoenix is pleased to share updated information about an anticipated transaction that will result in a change in ownership of the University to a non-profit, and an affiliation with the University of Idaho. The transaction has been in the works for several months and is expected to be consummated on or after February 6, 2024.

This transaction will continue to advance our mission to provide you with high-quality and career-relevant education. After the consummation of the transaction, University of Phoenix will continue to be its own independently accredited institution. The transaction will not result in any immediate changes to our educational programs and courses, and the University of Phoenix will continue to be accredited by the Higher Learning Commission.

From a legal standpoint, the University of Phoenix will be acquired by a new non-profit tax-exempt organization named Four Three Education, Inc. and will continue to operate under the name University of Phoenix. While remaining a separately accredited institution, the University will become affiliated with University of Idaho as a result of the change in ownership because the sole member of Four Three Education, Inc. (the newly created non-profit entity) is the Regents of the University of Idaho.

The change in ownership will be finalized after necessary regulatory and other approvals have been obtained and all other transaction-related requirements have been met. Although we expect this change in ownership will happen as anticipated, we cannot guarantee that it will occur.

More information and details regarding the transaction are available on our website at the following link:
https://www.phoenix.edu/media-center/university-phoenix-affiliation-with-university-of-idaho.html

In addition, please feel welcome to reach out to us with any questions at the following email address UOPXTransactionQuestions@phoenix.edu.

We here at the University of Phoenix look forward to this exciting new chapter and to welcoming the many opportunities that this change in ownership and new affiliation will present for our students and for our institution going forward.

Accreditation, Licensures, Reviews and Approvals

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

Federal

University of Phoenix has been approved and participates in each of the following Title IV Higher Education Act (HEA) programs:
- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program

Institutional Accreditation

University of Phoenix is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education. University of Phoenix has been continually accredited by the Higher Learning Commission since 1978.

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
Phone: 312.263.0456
800.621.7440
Fax: 312.263.7462
https://www.hlcommission.org/About-HLC/about-hlc.html

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

State and International Licensures

University of Phoenix is approved to operate in the following U.S. states either through licensure, registration, general or specific approvals, consent, or exemption.
- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Hawaii Post-secondary Education Authorization Program
- Texas Higher Education Coordinating Board

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

Programmatic Accreditation

Business Accreditation

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

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

These programs are not available for new enrollment.
For additional information, please visit http://www.acbsp.org

Accreditation Council for Business Schools and Programs
11520 W 119th St
Overland Park, KS 66213
(913) 339-9356

Healthcare Accreditation

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

Commission on Accreditation of Healthcare Management Education
P.O. Box 911
Spring house, PA 19477
(301) 298-1820

Nursing Accreditation

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

Explore all nursing programs at https://www.phoenix.edu/online-nursing-degrees.html

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750, Washington, DC 20001
202-887-6791

Social Work Accreditation

University of Phoenix's Bachelor of Science in Social Work Program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, you may contact Accreditation.

https://www.cswe.org/accreditation/about/contacts/

Counseling Accreditation

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

Council for Accreditation of Counseling and Related Educational Programs
500 Montgomery Street, Suite 350
Alexandria, VA 22314
(703) 535-5990

Education Accreditation

Educator and principal preparation programs have been reviewed and approved by Arizona Department of Education. Individual program offerings vary by state. The California specific programs (BSLS, MAED-TED, and CTEL) have been reviewed and approved by the California Commission on Teacher Credentialing (CCTC). Additionally, the Graduate Initial Teacher Certificate programs (CERT/G-ELM, CERT/G-SEC, and CERT/G-SPE) have been reviewed and approved by the North Carolina Department of Public Instruction (NCDPI).

Additional Information

A student can view additional information at https://www.phoenix.edu/about_us/accreditation.html. To obtain a copy of University accreditation and licensure documents, or information on how to contact any of the agencies that regulate the University, contact the University Legal Services at
(602) 557- 1554.

Academic Programs, Facilities and Instructional Personnel Information

Please refer to the University's Academic Catalog for further information on academic programs, facilities and instructional personnel information.

Articulation Agreements

Please refer to the College Articulation Agreement section of University's Academic Catalog for further information on articulation agreements.

Consortium Agreements

The University may execute a consortium agreement on an institutional basis and act as a host institution for students not enrolled at the University. However, the University will not execute as a host institution on an individual basis nor execute as a home or host institution for students enrolled as certificate or degree seeking students at the University.

Credit Transfer

Please refer to the Acceptable Transfer Activity and Evaluation of Transfer Activity Policies in the University's Academic Catalog for further information on credit transfer.

Disability Services

Please refer to the Accessibility and Disability Services Office and the Extended Time/In Progress Extension Accommodations sections of the University's Academic Catalog for further information on disability services.

General Contact Information

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

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

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

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

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

Faculty

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

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

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

Student Demographics, Metrics and Outcomes

Student Borrowing

During the period of time spanning September 1, 2022, through August 31, 2023, 60.5% of students enrolled received federal student loans.

Loan Default Rate

The University's loan default rate for Fiscal Year 2020 was 0 and the national average was 0.

The University's loan default rate for Fiscal Year 2019 was 2.6 and the national average was 7.3.

Average Federal Loan Borrowing

All Students Enrolled

Annually, the University calculates the average federal loan borrowing by its students. For students who attended the University during the period July 1, 2022 to June 30, 2023, the average cumulative federal loan borrowing is displayed below. Your borrowing may be different.

	Subsidized and/or Unsubsidized Loans Only[1]	Grad PLUS Loans Only[2]	Subsidized and/or Unsubsidized, Loans[3]
Average Cumulative Federal Loans[4]	$21,578	$18,007	$23,008
Standard Monthly Payment	$233	$214	$249
Payment Period	120 months	120 months	120 months
Interest Rate[5]	5.4%	7.5%	5.4%

Footnotes:

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

2 - Includes borrowers who obtained only Grad PLUS loans.

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

4 - Includes all borrowers attending during 7/1/22 - 6/30/23. Loans represent disbursed loans, net of returns to lender, that were disbursed any time during the student's academic history at the University through 6/30/23.

5 - Interest rates represent those in effect for loans disbursed during 7/1/22 - 6/30/23 and where necessary, were weighted based on the percentage of each type of loan if the rates varied. These rates may not be representative of the rates in effect for a student's individual loans borrowed.

Graduated Students

The table below includes all borrowers who completed a program in the respective credential level during the 2022-2023 federal award year and who obtained subsidized, unsubsidized and/or Grad PLUS loans. Amounts represent the average subsidized, unsubsidized and Grad PLUS loans disbursed. Loans are included as follows: associate degree completion - associate degree and undergraduate certificate loans; bachelor's degree completion - bachelor's degree, associate degree and undergraduate certificate loans; master's degree completion - master's degree and graduate certificate loans; doctoral degree completion - doctoral degree, master's degree and graduate certificate loans.

Undergraduate Certificate	$7,818
Associate	$17,731
Bachelors	$32,167
Graduate Certificate	$16,117
Masters	$29,686
Doctorate	$66,214
Overall Average	**$28,310**

Footnotes:

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

Loans are included as follows:

- Undergraduate certificate completion - undergraduate certificate loans only

- Associate degree completion - associate degree and undergraduate certificate loans

- Bachelor degree completion - bachelors degree, associate degree, and undergraduate certificate loans

- Graduate certificate completion - graduate certificate loans only

- Masters degree completion - masters degree and graduate certificate loans

- Doctoral degree completion - doctoral degree, masters degree, and graduate certificate loans

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

Graduation Rates

IPEDS Graduation Rates

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

Data are collected on the number of students entering the institution as FTFT degree- and/or certificate-seeking undergraduate students in a particular cohort year. Graduation rates are disaggregated by race and ethnicity, gender, and federal financial aid grant or loan funds. The graduation rates shown below represent students from the 2016-2017 cohort and the percentages of those students who graduated within 150% by Aug 31, 2022.

The table below shows FTFT undergraduate students and is derived from the Integrated Postsecondary Education Data System (IPEDS) graduation rate survey, although shown in aggregate rather than by degree/award type. The University is a nontraditional institution that caters to a wide variety of students, including many who have previously attended another institution of higher education and would not be classified as first-time students. Data includes recipients of Pell Grants or subsidized loans or neither type of aid during the 2016-2017 cohort year (Sept. 1 - Aug. 31).

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Time frame Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	6,309	1,142	18%
Male	2,333	378	16%
Female	3,976	764	19%
Nonresident Alien	1	1	100%
Hispanic/ Latino	536	130	24%
American Indian/Alaskan Native	33	5	15%
Asian	45	21	47%
Black or African American	1,117	160	14%
Native Hawaiian or Other Pacific Islander	28	8	29%

	Enrolled FTFT Undergraduates *	Enrolled FTFT Undergraduates Graduated Within 150% Time frame Allowed	Graduation Percent Enrolled FTFT Undergraduates
Totals	6,309	1,142	18%
White	1,842	480	26%
Two or more races	165	27	16%
Race or Ethnicity Unknown	2,542	310	12%
Pell Grant Recipients	3,557	646	18%
Subsidized Stafford Loan Recipients who did not receive a Pell Grant	385	112	29%
Students who received neither Pell Grants nor Subsidized Stafford Loans	2,367	384	16%

*Excludes 6 students who became deceased after entering the cohort but before they graduated.

Institutional Graduation Rate

The 150% institutional graduation rate reflects the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. It includes students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort year represented in the chart below is FY19 for associate and master's, and FY15 for bachelor's.

Associates Institutional	32.8%
Bachelors Institutional	27.2%
Masters Institutional	54.0%
Blended Undergraduate Institutional	27.7%
Blended Associates, Bachelors, Masters Institutional	31.0%

Retention Rates

IPEDS Retention Rates

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

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

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Count of FTFT undergraduate students enrolled Fall 2021 (8/1/2021 to 10/31/2021) *	1,765
Count of FTFT undergraduate students enrolled Fall 2021 (8/1/2021 to 10/31/2021) still enrolled as of 8/1/2022	675
Retention	38.2%

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

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

Count of FTFT bachelors students enrolled Fall 2021 (8/1/2021 to 10/31/2021)	1,053
Count of FTFT bachelors students enrolled Fall 2021 (8/1/2021 to 10/31/2021) still enrolled as of 8/1/2022	446
Retention	**42.4%**

Institutional Retention Rates

The University's institutional retention rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 - June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's (non-CBE), 175 days; (iii) master's (non-CBE), 210 days; (iv) CBE, 133 days.

Associates Institutional	63.7%
Bachelors Institutional	74.1%
Masters Institutional	75.7%

Student Diversity

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

Table 1 represents all enrolled students from July 1, 2021, through June 30, 2022. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2021, through June 30, 2022, time frame are shown in Table 2.

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	Total Enrolled	Percentage
Total Enrollment	**136,962**	**100%**
Male	40,540	29.6%
Female	96,422	70.4%
Nonresident Alien	402	0.3%
Hispanic/Latino	11,518	8.4%
American Indian or Alaskan Native	735	0.5%
Asian	1,430	1.0%
Black/African American	22,949	16.8%
Native Hawaiian or Other Pacific Islander	693	0.5%
White	25,960	19.0%
Two or more races	2,657	1.9%
Unknown	70,618	51.6%

	Total Enrolled	Percentage
Pell Grant Recipients	54,083	100%
Male	13,211	24.4%
Female	40,872	75.6%
Nonresident Alien	30	0.1%
Hispanic/Latino	4,602	8.5%
American Indian or Alaskan Native	292	0.5%
Asian	334	0.6%
Black/African American	10,087	18.7%
Native Hawaiian or Other Pacific Islander	263	0.5%
White	10,457	19.3%
Two or more races	1,275	2.4%
Unknown	26,743	49.4%

Note: *Information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2021, to June 30, 2022). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2021, to June 30, 2022 time frame.*

Types of Education in Which Graduates Enroll

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

Approximately 24% of students who completed a bachelor's degree from University of Phoenix between July 1, 2021, and June 30, 2022, went on to enroll in a graduate or professional program. The most common programs students enrolled in are as follows:

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

The data is derived from the IPEDS Completions Survey (July 1, 2021, to June 30, 2022, data) and the National Student Clearinghouse Student Tracker to identify enrollment in graduate programs as of December 31, 2022.

Working Alumni

Based on responses from the 2022 Academic Alumni Questionnaire, the following represents the types of industries in which our alumni work:

Health Services	19.7%
Education	13.6%
Other	10.3%
Technology	5.2%
Federal Government	4.5%
State and Local Government	4.3%
Business Services	4.2%
Retail Trade (Non-Restaurant)	3.9%
Finance/Financial Services	3.7%
Manufacturing	3.5%
Banking	3%
Insurance	2.8%
Non-profit	2.7%
Transportation	2.7%
Social Services	2.3%
Construction	1.6%
Hospitality/Travel/Tourism	1.5%
Pharmaceutical/Bio/Healthcare Products	1.4%
Communications/Media/Entertainment	1%
Military	1%
Consulting	.9%
Counseling	.9%
Real Estate	.9%
Restaurant	.8%
Legal	.7%
Environmental Services	.6%
Petroleum/Energy	.6%
Software	.6%
Personal Services	.5%
Entertainment & Leisure	.4%

*Question #6: In what industry do you work? Total number of respondents - 2,802.

Alumni Occupations

Based on responses from the 2022 Academic Alumni Questionnaire, the following represents occupations of University of Phoenix alumni:

Other	17.9%
Admin Support, Records/Data Processor	10.2%
Teacher Educator/Education Administrator	10.2%
Executive/Manager/Administrator	8.4%
Health Professional (Non-Nursing)	6.9%
Operations/Production Manager/Supervisor	5.7%
Human Resources Manager/Representative	5.2%
Finance/Accountant	4.9%
Project Management	3.4%
Technician/Technologist	3.2%
Other Health Professional	3.1%
Retail	3.1%
Registered Nurse/Other Nursing Professional	2.8%
Business Owner/Operator	2.5%
Sales Representative	2.2%
Clinical Psychologist/Counselor/Social Worker	2%
Protective Services (Police, Fire, Security)	1.7%
Computer Programmer/Systems Analyst	1.4%
Consultant	1.3%
Engineer/Architect	1.3%
Food/Personal Service	1%
Military Personnel	.6%
Hospitality Management	.5%
Marketing Professional	.5%

*Question #7: What is your occupation? Total number of respondents - 2,774.

Title II of Higher Education Act

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

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

Title II HEA Pass-Rate Information

Program completers achieved the following scores:

Arizona

Traditional Assessment Data 2019-2020

Professional knowledge - Elementary: 100%
Professional knowledge - Secondary: 96%
Professional knowledge - Early Childhood: 88%
Aggregate professional knowledge: 94.6%
Aggregate content areas: 100%
Special populations: 100%

Alternative Assessment Data 2019-2020

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

Traditional Assessment Data 2020-2021

Professional knowledge - Elementary: 97%
Professional knowledge - Secondary: 97%
Professional knowledge - Early Childhood: 75%
Aggregate professional knowledge: 89.6%
Aggregate content areas: 74.25%
Special populations: 87%

Alternative Assessment Data 2020-2021

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

California

Traditional Assessment Data 2019-2020

California Basic Educational Skills Test (CBEST): 100%

Reading instruction competence assessment (RICA) - Elementary only: 79%

Aggregate content areas: 100%

Alternative Assessment Data 2019-2020

California Basic Educational Skills Test (CBEST): 100%

Reading instruction competence assessment (RICA) - Elementary only: Fewer than 10 candidates, score not provided

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

Traditional Assessment Data 2020-2021

California Basic Educational Skills Test (CBEST): 100%

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

Aggregate content areas: 88.8%

Alternative Assessment Data 2020-2021

California Basic Educational Skills Test (CBEST): 100%

Reading instruction competence assessment (RICA) - Elementary only: Fewer than 10 candidates, score not provided

Aggregate content areas: 91.3%

Colorado

Traditional Assessment Data 2019-2020

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

Traditional Assessment Data 2020-2021

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

Hawaii

Traditional Assessment Data 2019-2020

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

Traditional Assessment Data 2020-2021

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

Nevada

Traditional Assessment Data 2019-2020

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

Traditional Assessment Data 2020-2021

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

New Mexico

Traditional Assessment Data 2019-2020

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

Traditional Assessment Data 2020-2021

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

Texas

Traditional Assessment Data 2019-2020

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

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

Traditional Assessment Data 2020-2021

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

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

Utah

Traditional Assessment Data 2019-2020

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

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

Traditional Assessment Data 2020-2021

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

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

Program Information for Academic Year 2019-2020

	AZ	CA	CO	HI	NM	NV	TX	UT
Number of students enrolled	7,994	860	10	16	7	15	0	1
Number of students in student teaching	455	100	0	10	4	5	0	0
Number of supervising faculty including part- and full-time	203	41	0	4	2	4	0	0
Student-to-faculty ratio for student teaching	2:1	2:1	0:0	3:1	2:1	1:1	0:0	0:0
Average hours per week in student teaching	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	16	13	14	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No

Program Information for Academic Year 2020-2021

	AZ	CA	CO	HI	NM	NV	TX	UT
Number of students enrolled	8,072	903	5	9	1	8	0	1
Number of students in student teaching	791	179	3	6	1	4	0	1
Number of supervising faculty including part- and full-time	259	56	2	4	1	3	0	1
Student-to-faculty ratio for student teaching	3:1	3:1	2:1	2:1	1:1	1:1	0:0	1:1
Average hours per week in student teaching	40	40	40	40	40	40	40	40
Number of weeks of student teaching	12	15	15	13	16	13	14	12
Is the Teacher Education Program currently approved by the state?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is the Teacher Education Program currently designated as low performing?	No	No	No	No	No	No	No	No

Cost of Attendance

The cost of attendance (COA) is used in calculating a student's amount of federal financial aid eligibility and awarding financial aid for a specific period of enrollment. The following charts list the University's 2023/2024 COAs.

For detailed information regarding actual tuition fees for programs and locations visit the tuition and fees section of the University's academic catalog.

Students with circumstances that may warrant an adjustment to one or more COA components may request consideration for a professional judgment adjustment. For more information on Professional Judgment, including how to submit a request for consideration, review the Professional Judgment section of this Consumer Information Guide.

Non-Licensure/Certification Programs

Undergraduate

Cost of Attendance Components	Undergraduate Certificate[4]	Associates Degree (5-week)	Associates Degree (9-week)	Bachelors Degree (non-competency based)
Tuition and Fees[1]	$7, 056	$9,480	$9,480	$9,288
Books, Course Materials, Supplies and Equipment	$1,062	$1,416	$1,416	$1,416
Transportation	$1,088	$1,360	$1,224	$1,360
Miscellaneous Personal Expenses	$440	$550	$495	$550
Living Expenses[2]				
Food	$2,120	$2,650	$2,385	$2,650
Housing[3]	$4,096	$5,120	$4,608	$5,120
Federal Student Loan Fees	$32	$50	$45	$60
Dependent Care Expenses	$0	$0	$0	$0
Disability-Related Expenses	$0	$0	$0	$0
Total Cost of Attendance	$15,894	$20,626	$19,653	$20,444

1 The tuition component is based on a per credit weighted average for the credential level across the entire University.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.
4 The figures provided are illustrative and based on 18 undergraduate credits; the actual COA will be based on the specific length of the program in which the student is enrolled.

Graduate

Cost of Attendance Components	Graduate Certificate[4]	Masters Degree (non-competency based)	Masters Credit-Based Competency-Based	Doctoral Certificate	Doctoral Degree
Tuition and Fees[1]	$11, 538	$16,128	$7,200	$12,090	$19,392
Books, Course Materials, Supplies and Equipment	$1,224	$1,632	$48	$1,065	$1,704
Transportation	$1,224	$1,632	$1,088	$1,088	$1,632
Miscellaneous Personal Expenses	$495	$660	$440	$440	$660
Living Expenses[2]					
Food	$2,385	$3,180	$2,120	$2,120	$3,180
Housing[3]	$4,608	$6,144	$4,096	$4,096	$6,144
Federal Student Loan Fees	$72	$108	$72	$64	$96
Dependent Care Expenses	$0	$0	$0	$0	$0
Disability-Related Expenses	$0	$0	$0	$0	$0
Total Cost of Attendance	$21,546	$29,484	$15,064	$20,963	$32,808

1 The tuition component is based on a per credit weighted average for the credential level across the entire University.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.
4 The figures provided are illustrative and based on 18 graduate credits; the actual COA will be based on the specific length of the program in which the student is enrolled.

Licensure/Certification Programs

Undergraduate

Cost of Attendance Components	Undergraduate Certificate[4] Heath Professions	Bachelors Degree Education	Bachelors Nursing (non-competency-Based)	Bachelors Nursing (competency-Based)	Bachelors Social Behavioral
Tuition and Fees[1]	$9, 504	$9,336	$8,376	$7,200	$9,384
Books, Course Materials, Supplies and Equipment	$1,416	$1,416	$1,416	$48	$1,416
Transportation	$1,360	$1,360	$1,360	$1,088	$1,360
Miscellaneous Personal Expenses	$550	$550	$550	$440	$550
Living Expenses[2]					
Food	$2,650	$2,650	$2,650	$2,120	$2,650
Housing[3]	$5,120	$5,120	$5,120	$4,096	$5,120
Federal Student Loan Fees	$40	$60	$60	$48	$60
Professional Licensure/ Certification[5]	$221	$598	$349	$349	$375
Dependent Care Expenses	$0	$0	$0	$0	$0
Disability-Related Expenses	$0	$0	$0	$0	$0
Total Cost of Attendance	$20,861	$21,090	$19,881	$15,389	$20,915

1 The tuition component is based on a per credit weighted average for the credential level across the entire University.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.
4 The figures provided are illustrative and based on 24 undergraduate credits; the actual COA will be based on the specific length of the program in which the student is enrolled.
5 The licensure/certification component included in the final academic year of the program is an average of fees charged by all states the program is offered in by credential level and college.

Graduate

Cost of Attendance Components	Graduate Certificate[4] Heath Professions	Graduate Certificate[6] Education	Masters Nursing	Masters Health Professions	Masters Social Behavioral	Masters Education
Tuition and Fees[1]	$10,470	$12,960	$12,936	$16,680	$16,704	$12,936
Books, Course Materials, Supplies and Equipment	$1,020	$1,632	$1,632	$1,632	$1,632	$1,632
Transportation	$1,088	$1,632	$1,632	$1,632	$1,632	$1,632
Miscellaneous Personal Expenses	$440	$660	$660	$660	$660	$660
Living Expenses[2]						
Food	$2,120	$3,180	$3,180	$3,180	$3,180	$3,180
Housing[3]	$4,096	$6,144	$6,144	$6,144	$6,144	$6,144
Federal Student Loan Fees	$64	$96	$108	$108	$108	$108
Professional Licensure/ Certification[5]	$375	$510	$613	$375	$629	$474
Dependent Care Expenses	$0	$0	$0	$0	$0	$0
Disability-Related Expenses	$0	$0	$0	$0	$0	$0
Total Cost of Attendance	$19,673	$26,814	$26,905	$30,411	$30,689	$26,766

1 The tuition component is based on a per credit weighted average for the credential level across the entire University.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.
4 The figures provided are illustrative and based on 15 graduate credits; the actual COA will be based on the specific length of the program in which the student is enrolled.
5 The licensure/certification component included in the final academic year of the program is an average of fees charged by all states the program is offered in by credential level and college.
6 The figures provided are illustrative and based on 24 graduate credits; the actual COA will be based on the specific length of the program in which the student is enrolled.

Direct Assessment

Cost of Attendance Components	Undergrad Academic Year	Graduate Academic Year
Tuition and Fees[1]	$10,000	$10,996
Books, Course Materials, Supplies and Equipment	$60	$60
Transportation	$1,632	$1,632
Miscellaneous Personal Expenses	$660	$660
Living Expenses[2]		
Food	$3,180	$3,180
Housing[3]	$6,144	$6,144
Federal Student Loan Fees	$72	$108
Dependent Care Expenses	$0	$0
Disability-Related Expenses	$0	$0
Total Cost of Attendance	$21,748	$22,780

1 The tuition component is based on a per credit weighted average for the credential level across the entire University.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.

Non-Degree Single Course

Cost of Attendance Components	Non-Degree
Tuition and Fees[1]	$954
Books, Course Materials, Supplies and Equipment	$141
Transportation	$272
Living Expenses[2]	
Food	$530
Housing[3]	$1,024
Dependent Care Expenses	$0
Disability-Related Expenses	$0
Total Cost of Attendance	$2,921

1 The tuition component is based on a per credit weighted average for the credential level across the entire University.
2 The University allows the same living expense amounts for students in all living arrangements and dependency statuses.
3 The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for food.

Federal, State and Institutional Financial Aid Programs

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

Students may also be eligible to receive funding through state grant or scholarship programs in their states, where available. Students should contact Student Financial Services at (866) 766-0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at https://www.phoenix.edu/campus-locations.html.

Grant Programs

Federal Grant Programs

University of Phoenix participates in the following federal grant programs:

Federal Pell Grant

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

Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent:
https://studentaid.gov/understand-aid/types/grants/pell/calculate-eligibility.
For more detailed information on eligibility and how to apply for the Federal Pell Grant, visit:
https://studentaid.gov/understand-aid/types/grants/pell.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

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

Iraq and Afghanistan Service Grant (IASG)

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

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

The maximum award of the IASG is equal to the maximum Federal Pell Grant that is available for the award year but cannot exceed the student's cost of attendance when coordinated with the student's other financial aid awards. As required by the Budget Control Act of 2011 (the sequestration law), award amounts for any IASG that is first disbursed on or after October 1, 2022, and before October 1, 2023 must be reduced by 5.7 percent. This amount changes every year based on the Budget Control Act.

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

State Grants

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

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

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

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)
(602) 258-2435
https://highered.az.gov
Leveraging Educational Assistance Partnership (LEAP) Grant
https://azgrants.az.gov/arizona-leveraging-educational-assistance-partnership-azleap

VERMONT

Vermont Student Assistance Corp (VSAC)
(800) 882-4166 | Burlington area (802)-654-3750
https://www.vsac.org/
Vermont Incentive Grant Program
https://www.vsac.org/pay/student-aid-options/grants

Scholarships

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

Federal Scholarships

Children of Fallen Heroes Scholarship

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

To qualify for this scholarship, a student must:

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

Definition of a public safety officer:

- As defined in section 1204 of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796b);
- An individual serving a public agency in an official capacity, with or without compensation, as a law enforcement officer, as a firefighter, or as a chaplain;
  - an employee of the Federal Emergency Management Agency who is performing official duties of the agency in an area, if those official duties-

    -are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and

    -are determined by the director of the Federal Emergency Management Agency to be hazardous duties;
  - an employee of a state, local, or tribal emergency management or civil defense agency who is performing official duties in cooperation with the Federal Emergency Management Agency in an area, if those official duties-

    -are related to a major disaster or emergency that has been, or is later, declared to exist with respect to the area under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.); and

    -are determined by the head of the agency to be hazardous duties; or
  - a member of a rescue squad or ambulance crew who, as authorized or licensed by law and by the applicable agency or entity, is engaging in rescue activity or in the provision of emergency medical services.
- A fire police officer, defined as an individual who is serving in accordance with State or local law as an officially recognized or designated member of a legally organized public safety agency and provides scene security or directs traffic in response to any fire drill, fire call, or other fire, rescue, or police emergency, or at a planned special event.

Students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or (888) 346-8679 and provide any required documentation requested. The University will determine, based on the documentation submitted, whether the student meets the eligibility criteria.

Institutional Scholarships

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

External Scholarships

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

University Tuition Adjustments

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

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

Loans

Federal Direct Loan (DL) Program

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

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

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

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

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, https://studentaid.gov/sites/default/files/Sub_Unsub_MPN_508-en-us.pdf, attached to the Master Promissory Note (MPN).

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

Federal Direct PLUS Loan for Parent(s)

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

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

Borrower's Rights and Responsibilities - Parents receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, https://studentaid.gov/sites/default/files/PLUS_MPN_508-en-us.pdf attached to the Master Promissory Note (MPN).

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

Federal Direct PLUS Loan for Graduate and Professional Degree Students

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

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

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

Borrower's Rights and Responsibilities - Students receiving federal financial aid have varying rights and responsibilities in accordance with the Borrower's Rights and Responsibilities Statement, https://studentaid.gov/sites/default/files/PLUS_MPN_508-en-us.pdf attached to the Master Promissory Note (MPN) for Direct PLUS Loans.

For more detailed information on eligibility and how to apply for the Direct PLUS Loan for Graduate and Professional students, visit https://studentaid.gov/understand-aid/types/loans/plus and https://studentaid.gov/plus-app/grad/landing.

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

Federal Direct Loan Entrance Counseling

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

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Access information on all of your federal student loans by logging into StudentAid.gov.
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized deferment
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- Other terms and conditions

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

Federal Direct Subsidized and Unsubsidized Annual Loan Limits

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

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

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

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

Federal Education Loan Interest Rates and Origination Fees

For information regarding Federal Student Loan Interest Rates and Origination Fees, please visit: https://studentaid.gov/understand-aid/types/loans/interest-rates. Federal financial aid borrowers can check the interest rate, servicer information and other financial aid history by logging in to http://studentaid.gov/.

State Loans

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

ARIZONA

Arizona Commission for Postsecondary Education (ACPE)

(602) 258-2435

https://highered.az.gov

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

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

VERMONT

Vermont Student Assistance Corp (VSAC)

(800) 882-4166 | Burlington area (802)-654-3750

https://www.vsac.org/

Vermont Student Assistance Corp Loan

https://www.vsac.org/student-loans

Private Student Loans

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

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

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

Student Financial Responsibilities, Policies and Options

Payment Options

University of Phoenix offers a number of payment options to assist students in managing financial obligations. Depending on the program the student enrolls in, some payment options may not be available.

The University will invoice students enrolled in credit-based programs (traditional and competency-based) for all tuition, mandatory fees, and sales tax, as applicable, anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses.

The University will invoice students enrolled in Direct Assessment programs the applicable tuition rate and sales tax, if applicable, for the term, which represents a quarter of the student's academic year.

The student can utilize one or more of the payment options listed below, depending on personal circumstances and program. If more than one payment option listed below is utilized by a student for a payment period, term, or academic year, the University will apply the first funds received to the payment period or term's outstanding tuition, mandatory fees, and sales tax, as applicable, until these charges are paid in full. If the University receives additional funds after the payment period or term's charges are paid in full, the University will take all appropriate actions, including, but not limited to, issuing federal financial aid credit balances to the student. Students who need an exception to the University's application of funds are encouraged to contact a Finance Advisor and request an exception.

For more detailed information regarding the University's tuition and mandatory fees for programs, please refer to the Tuition and Fees section of the academic catalog or contact a finance advisor with any questions regarding payment options and scholarships.

Cash

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

Federal Financial Aid

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

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

Tuition Deferral

The Tuition Deferral payment option is available to students who will receive military education benefits or whose employers pay some or all of their employees' tuition, mandatory fees, and/or sales tax, as applicable. Under the Tuition Deferral payment option, tuition, mandatory fees, and sales tax, as applicable, will be assessed and invoiced in a single invoice at the beginning of the payment period.

Military Education Benefits

The University will directly bill the U.S. Department of Veterans Affairs or U.S. Department of Defense for the student's tuition, mandatory fees, and sales tax, as applicable, and will defer payment of the applicable course's tuition, mandatory fees, and sales tax, if applicable, based on these agencies' reimbursement policies and timeline. Mandatory fees and sales tax, as applicable, not anticipated to be reimbursed by these agencies are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

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

Employer Tuition Reimbursement

The University will defer payment of the applicable course's tuition and sales tax, as applicable, based on when the student will receive reimbursement from their employer. Mandatory fees, including the course electronic materials fees, and sales tax, as applicable, not anticipated to be reimbursed by the student's employer are payable in full at the time of invoice or incrementally prior to the start of each applicable course or term.

Third-Party Billing

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

Approved Employer

The University will directly bill an approved employer for the applicable course or term's tuition and sales tax, as applicable, and will defer payment of the applicable courses' tuition, mandatory fees, and sales tax, as applicable, based on the approved employer's tuition payment policies and timeline. Mandatory fees, including course electronic materials fees, not anticipated to be paid by the student's employer are payable in full at the time of invoice or incrementally prior to the start of each applicable course or term.

American Indian Tribal Nation Education Benefits

Several American Indian tribal nations provide funding for the tuition, mandatory fees, and sales tax, as applicable, of a student who is a recognized member. The University will directly bill the American Indian tribal nation and defer payment of applicable courses' tuition, mandatory fees, and sales tax, as applicable, based on the American Indian tribal nation's education benefit reimbursement policy and timeline. For more information, please contact tribalrelations2@phoenix.edu.

Student Financial Responsibilities

The University will invoice students enrolled in traditional and credit-based competency-based programs for all tuition, mandatory fees, and sales tax, if applicable, anticipated for a payment period, which represents half of the student's academic year. A payment period typically includes four courses.

The University will invoice students enrolled in direct assessment competency-based programs the applicable tuition rate and sales tax, if applicable, for the term, which represents a quarter of the student's academic year.

Students are responsible for ensuring all tuition, mandatory fees, and sales tax, if applicable, are paid, whether in attendance or not. Students can access account balances and student account information on the student portal.

Meeting Payment Obligations

A student may be administratively withdrawn from the program for failure to make payment in accordance with the Student Responsibility to Pay Agreement. Students who are administratively withdrawn will not be permitted to attend a future course or term until the amount owed is paid in full or satisfactory payment arrangements are made. If payment for tuition, mandatory fees, and sales tax, if applicable, is not received, an administratively withdrawn student may be subjected to the collections process. The University reserves the right to refer the student's delinquent account to a third-party collection agency. All costs of collection, court costs and reasonable attorneys' fees may be added to delinquent accounts collected through third parties.

Tuition

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

Mandatory Fees

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

State Tax

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

Financial Policies

Multiple-Tuition Discount Policy

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

Payment Policies

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

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

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

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

Tuition Refund Policy[1]

Institutional

Credit Based Programs (Traditional & Competency-Based)

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

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

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

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

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

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

Direct Assessment Programs

The following tuition refund policy provisions pertain to Direct Assessment CB programs as applied by the University, unless specifically stated otherwise.

- Students who withdraw from all course(s) prior to the term start date will receive a 100% refund of the cost for the term.
- Students who do not have at least one academically related activity (ARA) recorded in at least one course within the first 14 days of the term will be dropped from all courses as of the 15th day (census date) of the term and receive a 100% refund of the cost for the term.
- Students who have met the term enrollment requirement by having at least one ARA recorded in at least one course within the first 14 days of the term must proactively request withdrawal from all courses prior to day 15 (census date) to receive a 100% refund of the cost for the term.
- Students enrolled in one or more courses, who have met the term enrollment requirement as of the 15th day (census date) of the term, will be responsible for the full cost of the term.
- A student who has met the term enrollment requirement as of the 15th day (census date) of the term will be ineligible for a refund.

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

State

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

Arizona

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

California

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

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

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

University of Phoenix
3110 E Guasti Road
Ontario, CA 91761

Refund administrative address for California residents attending Online:

University of Phoenix
4035 S Riverpoint Parkway
Phoenix, AZ 85040

Online

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

Military Education Benefit Programs

Veterans Education Benefits

Students who are entitled to federal VA education benefits must make initial contact with a campus Veterans Affairs certifying official. A formal application for admission to the University should be completed before applying for federal VA education benefits. Compliance with Title 38 USC 3679(e) Delayed payment: University of Phoenix is approved for the education and training of Veterans under the provisions of title 10 and 38, United States Code including the Post 9/11 GI Bill®. Due to the delay in processing of VA benefit applications and claims for benefits, upon Registration, any person who is eligible for and has provided proof of application for Veterans Administration education benefits (Chapter 33) or VRE benefits (Chapter 31) will receive a deferment of payment of covered tuition and fees, with no interest charge or other penalties until the claim has been processed by the Veterans Administration and payment has been received by the University.

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

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

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

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

Directed study courses have Defense Activity for Non-Traditional Education Support (DSST-DANTES) approval for tuition reimbursement. For more information on this program, a student should contact the educational service officer on the military base.

University of Phoenix does not participate in the VA education advanced payment program. More information about veterans benefits can be reviewed at https://www.phoenix.edu/colleges_divisions/military.html. Visit the Department of Veterans Affairs website, https://benefits.va.gov/gibill/, for additional information on educational entitlements.

Credit for Prior Education and Training

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

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

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

Satisfactory Academic Progress for VA Education Benefits

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

Academic Probation

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

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

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

Academic Disqualification

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

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

Military Tuition Assistance

To obtain federal Military Tuition Assistance, visit your local installation education office or virtual education center to receive college counseling and develop an education plan. From that point, a student can submit a Military Tuition Assistance request; for more information, visit
https://www.phoenix.edu/colleges_divisions/military/military-financial-options.html.
Annual tuition assistance limits are determined by each branch of service and are subject to change at any time. If a student wants to apply for Military Tuition Assistance, that student will need to submit a completed authorization form to a military advisor at least two weeks before a course start date.

VA Tuition Assistance Top-Up Benefit

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

Unearned Tuition Assistance

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

This policy applies to military servicemembers who receive Military Tuition Assistance. The University will return unearned tuition to the applicable military service as follows:

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

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

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

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

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

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

Servicemember Readmission

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

Federal Financial Aid Application Process

To begin the federal financial aid process, students must complete the Free Application for Federal Student Aid (FAFSA), available at https://studentaid.gov/h/apply-for-aid/fafsa. This is the first step in determining a student's eligibility for federal financial aid. Federal financial aid will be processed after submitting an application for admission and registering for courses in an eligible degree program.

Not all programs are eligible for federal financial aid. Contact your enrollment representative for information on a program's eligibility for federal financial aid.

Admissions and program requirements vary by state. Please refer to the Academic Catalog for state- and/or program-specific information.

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

• Federal Direct Loan Master Promissory Note (MPN)
• Federal Direct Loan Entrance Counseling

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

General Eligibility Requirements

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

- Must file a FAFSA for the current award year
- Must be admitted as a degree-seeking student to a qualified undergraduate, post-baccalaureate, graduate, or eligible certificate program
- Must be a U.S. citizen or eligible noncitizen
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau)
- Must be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program*
- Must be enrolled at least half time to be eligible for Direct Loan Program funds
- Must not be in default on any prior federal student loan
- Must be meeting the University's Financial Aid Satisfactory Academic Progress standards
- Must submit all requested documents and those documents must not be found to limit the student's eligibility
- Must not owe an overpayment on any federal financial aid grant or federal Direct Loan program funds
- Must have a high school diploma or GED certificate, or pass a test approved by the U.S. Department of Education, or have completed a high school education in a home school setting approved under state law

For additional eligibility requirements, visit:

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

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

Victims of Natural Disaster

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

Verification, Secondary Confirmation of Eligible Non-Citizenship, and Conflicting Information Policy

Overview

Institutions are required to verify information provided by students selected for verification. In addition, institutions are required to complete secondary confirmation if an applicant's eligible non-citizenship status was not confirmed by the Department of Homeland Security (DHS). Finally, institutions are required to identify and address any conflicting information in its records for the student. The Verification, Secondary Confirmation of Eligible Non-citizenship and Conflicting Information Policy addresses the Department of Education (ED) different verification groups, types of documents acceptable to complete verification and actions the University will take to address identified conflicting information.

Policy

The University is required to verify students whose FAFSA information is selected for verification by the Central Processing System (CPS). The institutional student information record (ISIR) or student aid report (SAR) document received from the CPS will indicate whether the student's application is selected for verification. Students selected for verification must submit all required documentation requested by the University by the applicable deadline to be reviewed for federal financial aid eligibility. The University will not disburse any federal financial aid funds until verification is completed. In addition, students whose eligible non-citizenship was not confirmed by DHS must provide all required eligible non-citizenship documentation for secondary confirmation review by DHS. The University will not disburse any federal financial aid funds until secondary confirmation is completed. Students not selected by the CPS or who are exempt from verification but choose to provide taxes or other supplemental documents are not considered selected for verification. However, the University must review all documents provided and resolve any conflicting information prior to awarding and/or disbursing federal financial aid. All documents provided are retained as part of the student financial aid file.

Verification

Standard Verification Group (V1)

The University is required to verify the following information for students selected for standard verification:

- Tax Filers
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions and Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College
- Non-Tax Filers
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Custom Verification Group (V4)

The University verifies the following information for students selected for custom verification:
- Identity/Statement of Educational Purpose

Aggregate Verification Group (V5)

The University verifies the following information for students selected for aggregate verification:
- Identity/Statement of Educational Purpose
- Tax Filers:
  - Adjusted Gross Income
  - U.S. Income Tax Paid
  - Untaxed Portions of IRA Distributions and Pensions
  - IRA Deductions and Payments
  - Tax Exempt Interest Income
  - Education Credits
  - Number of Household Members
  - Number in College
- Non-Tax Filers:
  - Income Earned from Work
  - Number of Household Members
  - Number in College

Acceptable Documentation V1, V4 and V5

Tax Filers

The following documentation is acceptable for completing verification of tax filers:
- Specified tax year's tax account information of the tax filer that the Secretary has identified as having been obtained from the Internal Revenue Service (IRS) through the IRS Data Retrieval Tool and that has not been changed after the information was obtained from the IRS;
- A transcript obtained at no cost from the IRS or other relevant tax authority of a U.S. territory (Guam, American Samoa, the U.S. Virgin Islands) or commonwealth (Puerto Rico and the Northern Mariana Islands), or a foreign government that lists the specified tax account information of the tax filer; or
- A signed copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority of a U.S. territory, or a foreign government that lists the specified tax year's tax account information of the tax filer.

Situations Where Acceptable Documentation May Not Be Available

Situations may occur where a student, spouse, and/or parent may not be able to provide acceptable documentation to resolve verification. The University will accept the following as resolution.

Victims of Identity Theft

For an individual who was a victim of IRS tax-related identity theft, the University may accept the following documentation:
- A Tax Return Database View (TRDBV) transcript obtained from the IRS; and
- A statement signed and dated by the tax filer indicating that he or she was a victim of IRS tax-related identity theft and that the IRS has been made aware of the tax-related identity theft.

If a filer is unable to obtain a TRDBV transcript, he/she may submit a copy of the tax return or another official IRS tax transcript or equivalent IRS document as long as it contains all the information needed to complete verification. However, the filer must first attempt to get a TRDBV before he/she can use a copy of other official IRS documentation.

Filers of Joint Returns Who Are No Longer Married

If the filer of a joint return has become widowed, divorced, or separated since filing the return, for verification purposes, it may be necessary to determine the individuals' income and taxes paid using the joint tax transcript and the relevant IRS W-2 forms.

The following documents are required from the student/spouse/parent in order to perform a separation of income (SOI):
- A signed and dated SOI Authorization Form,
- A transcript obtained from the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); or
- A copy of the income tax return and the applicable schedules that were filed with the IRS or other relevant tax authority that lists the specified tax year's tax account information of the tax filer(s); and
- A copy of IRS Form W 2 for each source of employment income received for the specified tax year or an equivalent document; and
- In some scenarios, all schedules, forms, and/or worksheets for the tax filing

The University will confirm or update the AGI and income based on the documentation submitted and use the proportional distribution method to determine taxes paid.

Amended Tax Return

When the University becomes aware that a tax filer has filed, or will file, an amended tax return, it will obtain a signed copy of the IRS Form 1040X that was filed with the IRS for the specified tax year, in addition to one of the following:
- An IRS Tax Return Transcript (that will only include information from the original tax return and does not have to be signed), any other IRS tax transcript(s) that includes all of the income and tax information required to be verified, or a signed copy of the tax return; OR
- IRS DRT information on an ISIR record with all tax information from the original tax return

In rare cases, when an applicant and/or spouse, or parent(s) did not file an IRS Form 1040X with the IRS, but whose tax and income information was amended by the IRS, the University may accept documentation that includes the change(s) made by the IRS, in addition to one of the items mentioned above.

Other Tax Returns

If the tax filer filed a tax return with Commonwealth of Puerto Rico, the U.S. Virgin Islands, the Commonwealth of the Northern Mariana Islands, or Guam, the University will obtain a signed copy of the income tax return filed with the relevant tax authority.

If the tax filer filed a tax return with the tax authority for American Samoa, the person must provide a copy of his/her tax account information.

If the tax filer filed a tax return with tax authorities not mentioned above, (i.e., foreign tax authority) and the person indicates that he/she is unable to obtain the tax account information free of charge, the person must provide documentation that the tax authority charges a fee to obtain that information, along with a signed copy of his/her income tax return that was filed with the relevant tax authority.

The income and tax information are converted to U.S. dollars and the University uses the information on the forms that most closely correspond to the income information reported on an IRS tax return. If an individual from a foreign country is not required under the country's government agency rules to file an income tax return, the University will accept a signed statement from the individual certifying all income and taxes paid for the tax year.

Filing Extensions

If the individual has been granted an automatic six-month extension by the IRS, the applicant must still verify income and tax information either by using the IRS Data Retrieval Tool or by submitting to the University an IRS Tax Return Transcript. If the required documentation is not submitted to the University by the established deadline, the student must return all Title IV aid disbursed before the student was selected, except for Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans.

If the individual(s) has been granted a filing extension by the IRS beyond the automatic six-month extension for the tax year, the University will accept the following as documentation:

- A copy of the IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return;"
- A copy of the IRS's approval of an extension beyond the automatic six-month extension for the applicable tax year;
- Confirmation of non-filing from the IRS or other relevant taxing authority dated on or after October 1, 2022, except dependent students ("Verification of Nonfiling Letter");
- See "Non-Tax Filers" section below if individual is unable to obtain a "Verification of Nonfiling Letter"
- A copy of the IRS Form W-2 for each source of employment income received for the applicable tax year by an individual that has been granted a filing extension; AND
- If self-employed, a signed statement certifying the amount of the AGI and U.S. income tax paid for the specified tax year.

Note: The University will not delay completing verification if the above documentation is submitted for those individuals granted IRS extensions. However, if the University receives the actual IRS tax transcript at a later date, it must reverify the AGI and taxes paid.

Non-Tax Filers

Students, spouses, and/or parents who have not filed a tax return, and are not required to file, will not have an AGI. They must report income earned from work on the FAFSA, including any income reported on the individual's W-2 forms, and other earnings from work not reported on these forms. If selected for verification and income was earned, the student, spouse, and/or parent are required to provide copies of W-2 forms from each employer. In addition, the person must provide a signed statement certifying the sources and amounts of income earned from work not on W-2s and that the person has not filed and is not required to file a tax return.

The University will also require the person (except dependent students) to submit a "Verification of Nonfiling (VNF) Letter" from the IRS dated on or after October 1, 2022. If an individual is unable to obtain VNF from the IRS and the University has no reason to question the good-faith effort to obtain the required documentation, the University will accept the following:

- A signed statement certifying that the individual
  - Attempted to obtain the VNF from the IRS or other tax authorities and was unable to obtain the required documentation; and

- Has not filed and is not required to file an applicable income tax year return, and a listing of the sources of any applicable year income earned by the individual from work and the amount of income from each source; and
- A copy of IRS form W-2, or an equivalent document, for each source of applicable tax year employment income received by the individual.

If a student, spouse, and/or parent submits a signed statement claiming non-tax filer status and the University has reason to believe the person was required to file a U.S. tax return, this constitutes conflicting information and must be resolved.

The following is a chart to assist in determining whether an individual is required to file an income tax return.

If your filing status is...	AND at the end of 2021 you were...	THEN file a return if your gross income was at least...
Single	under 65	$12,550
	65 or older	$14,250
Married filing jointly	under 65 (both spouses)	$25,100
	65 or older (one spouse)	$26,450
	65 or older (both spouses)	$27,800
Married filing separately	any age	$5
Head of household	under 65	$18,800
	65 or older	$20,500
Qualifying widow(er)	under 65	$25,100
	65 or older	$26,450

In addition to the above chart, a person must file a return if any of the conditions below apply for the tax year.

- You owe any special taxes, including any of the following.
  - Alternative minimum tax.
  - Additional tax on a qualified plan, including an individual retirement arrangement (IRA), or other tax-favored account. But if you are filing a return only because you owe this tax, you can file Form 5329 by itself.
  - Household employment taxes. But if you are filing a return only because you owe this tax, you can file Schedule H by itself.
  - Social security and Medicare tax on tips you did not report to your employer or on wages you received from an employer who did not withhold these taxes.
  - Recapture of first-time homebuyer credit.
  - Write-in taxes, including uncollected social security and Medicare or RRTA tax on tips you reported to your employer or on group-term life insurance and additional taxes on health savings accounts.
  - Recapture taxes.

- You (or your spouse, if filing jointly) received HSA, Archer MSA or Medicare Advantage MSA distributions.
- You had net earnings from self-employment of at least $400.
- You had wages of $108.28 or more from a church or qualified church-controlled organization that is exempt from employer social security and Medicare taxes.
- Advance payments of the premium tax credit were made for you, your spouse, or a dependent who enrolled in coverage through the Marketplace. You or whoever enrolled you should have received Form(s) 1095-A showing the amount of the advance payments.
- Advance payments of the health coverage tax credit were made for you, your spouse, or a dependent. You or whoever enrolled you should have received Form(s) 1099-H showing the amount of the advance payments.
- You are required to include amounts in income under section 965 or you have a net tax liability under section 965 that you are paying in installments under section 965(h) or deferred by making an election under 965(i).

For a complete listing of who must file an income tax return, visit https://www.irs.gov/help/ita/do-i-need-to-file-a-tax-return.

Number in Household

Unless the student/parent qualifies for one of the permitted exemptions provided below, the University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member and the relationship of that household member to the student.

NOTE: If, at the time of filing a FAFSA, the household information was correct, the information cannot subsequently be updated. If, at the time of filing a FAFSA, the household information was incorrect the STUDENT must correct the information on his/her student aid report (SAR). The University cannot update incorrect information if the student was not selected for verification.

Exemptions to verification of number in household:

Independent student if:

- Household size reported is 1 AND college size reported is 1 AND marital status is single, divorced, separated, or widowed **OR**
- Household size reported is 2 AND college size reported is 1 AND marital status is married

Dependent student if:

- Household size reported is 2 AND college size reported is 1 AND parents' marital status is single, divorced, separated, or widowed **OR**
- Household size reported is 3 AND college size reported is 1 AND parents' marital status is married or unmarried and living together.

Number in College

Unless the student/parent qualifies for one of the permitted exemptions provided below, the University requires the student (if dependent, requires the parent) submit a verification worksheet (VWS) listing the name and age of each household member who is or will be attending an eligible postsecondary educational institution. The household member must be at least a half-time student in the specified award year and the name of the educational institution must be listed.

NOTE: If the name of the educational institution listed is not an eligible postsecondary educational institution, the University will make a correction to remove the name of the household member from the in college.

Exemptions to verification of number in college:

Independent student if:

- Household size reported is 1 AND college size reported is 1 AND marital status is single, divorced, separated, or widowed **OR**
- Household size reported is 2 AND college size reported is 1 AND marital status is married.

Dependent student if:

- Household size reported is 2 AND college size reported is 1 AND parents' marital status is single, divorced, separated, or widowed **OR**
- Household size reported is 3 AND college size reported is 1 AND parents' marital status is married or unmarried and living together.

Identity/Statement of Educational Purpose

The following is acceptable documentation to verify a student's statement of educational purpose/identity:

- An unexpired valid government-issued photo identification, such as a driver's license or passport
- A signed statement certifying the federal financial aid received will only be used for educational purposes to pay the cost of attending the University for the specified award year.

If the documentation is presented in person, the University will maintain an annotated copy of the ID provided by the student and will include the date the identifying document was received and the name of the University official who obtained the documentation.

If the student is unable to provide the information in person, the following must be provided to the University:

- A copy of a government-issued photo identification, such as a driver's license or passport
  - The copy of the government issued ID does not need to be notarized or signed by the notary; and
- An original notarized statement of educational purpose signed by the student for the specified award year.
  - An original document must contain wet signatures for the student and the notary as well as the required stamp or seal.

Selection after Disbursement

The student or University may submit corrections to the SAR/ISIR, and the student's application may then be selected for verification. If the student's enrollment status is Withdrawn (W), the University is not required to verify the student's information unless the student returns to the University in the same award year. If the student's enrollment status is anything other than withdrawn (W), the University will not make subsequent disbursements until the student's updated application is verified. If the student does not submit verification documents, the student is responsible for repaying all federal financial aid for which he/she is not eligible, including funds already disbursed for the award year. The student does not have to repay any Direct Loan disbursements made prior to selection as these funds will be repaid according to the terms of the master promissory note; however, the University will cancel any further Direct Loan.

Completing Verification

When the University has obtained all necessary verification documents from the student, the documentation is compared to the ISIR/SAR record. If the verification process shows the student's information is correct, and there are no outstanding issues or conflicting information, the student will be awarded. If the verification process shows the student information requires corrections, the awarding process will not continue until the University receives a final and valid federal output document (ISIR) with an official EFC.

Verification is complete once the University has received all the requested documentation and a valid SAR/ISIR (one that has all the accurate and complete information). This includes any necessary corrections, which must be made by the applicable federal deadlines.

If the University has reason to believe a student or parent, if dependent student, is trying to avoid completing verification and/or suspects potential fraud, the University will initiate an investigation of the student. During the period of investigation, the University will cease award and disbursement of all federal financial aid funds to the student. If satisfactory resolution in the investigation cannot be reached, the student will lose eligibility for federal financial aid funds for at least the federal award year. In addition, based on the outcome of the University's investigation, any credible information indicating that the student may have engaged in fraud or other criminal misconduct in connection with his or her application for federal student aid will be referred to the U.S. Department of Education's Office of Inspector General (OIG). Please refer to the University's Federal Student Aid Fraud Policy for more information.

Disbursements

The University will not make disbursements of federal financial aid until verification is completed.

Change Dependency Status due to change in Marital Status

The University will not update a student's dependency status based on a change in the student's marital status after filing of the FAFSA.

Consequences of a change in FAFSA information

For the subsidized student financial assistance programs, if the FAFSA information changes as a result of verification, the University will submit to the Secretary all changes to a nondollar item or an individual data element that is $25 or more. The University may choose whether or not it will submit changes to the Secretary when all changes to individual data elements are less than $25 (not exceeding tolerance).

For the Federal Pell Grant Program, if there is a change as a result of verification, the University will recalculate the student's Pell Grant on the basis of the EFC on the correct valid SAR/ISIR. The University will disburse any additional funds under that award only if the University receives a correct valid SAR/ISIR for the student, and only to the extent additional funds are payable based on the recalculation.

For all other subsidized student financial assistance programs, if information changes as a result of verification, the University will adjust the student's financial aid package on the basis of the corrected EFC on the valid SAR/ISIR.

Verification and Professional Judgment

If a student requests a professional judgment and is also selected for verification, the University will require the verification be completed before exercising any type of professional judgment.

Reporting the Student's Verification Status to the CPS

When the University disburses a Federal Pell Grant award, it reports the student's verification status at the time of disbursement when it reports the payment. **Note**: This reporting requirement applies even if the student's application was not selected for verification. However, the University leaves the verification status code field blank if the student was not selected for verification or the selected ISIR transaction has a CPS transaction process date that is after the date the student was no longer enrolled at the University.

Verification Timelines

The University will require Federal Pell Grant, campus-based, and Direct loan students selected for verification to submit all requested verification documents to the University within 30 days of the notification date informing the student of the requirements. If the documents are not submitted or are incomplete by this deadline, appropriate actions are taken, as required, based upon the student's enrollment status as of the deadline date.

For the Federal Pell Grant Program, if the student provides the verification documents after the 30-day deadline, but before the earlier of 120 days after the student's last date of attendance or the deadline established by the U.S. Department of Education each award year, the University will review and address eligibility as required. If based on corrections, there is an increase in the Federal Pell Grant amount and the student's valid ISIR is received after he/she is no longer enrolled but before the annual Federal Register deadline, the University will pay the student the higher award amount.

Student Notification

The University will notify the student, in writing, of verification requirements and timelines for submission of necessary documents. Selected students receive the following:

- Documentation requirements,
- Timeline of 30 days to return the required documentation,
- Correction procedures (provided during the initial application process),
- Consequences of not returning the documents within the prescribed timelines, which may include cancellation of tuition deferral and request of immediate payment of outstanding tuition charges, and
- Written notification of award changes resulting from verification, which are forwarded within 20 days of required adjustments.

Verification and Crossover Payment Periods

During a crossover payment period (a payment period that includes both June 30 and July 1), the University will award and disburse federal financial aid funds using the first federal award year ISIR that is ready to be used. Once a federal award year ISIR has been used for awarding and disbursing federal financial aid funds, the University will no longer follow up with the student on collecting documents to complete verification unless those documents are needed for a future academic year.

If the University has reason to believe a student is trying to avoid completing the verification requirements and suspects potential fraud, the University will not award federal financial aid funds using the unselected ISIR. Instead, the University will require the student to complete the verification requirements or lose eligibility for the crossover payment period.

Verification Exclusions

The exclusions described here are applicable only to the affected individual. All other requirements for verification still apply to the non-affected parties (i.e., if one parent meets an exclusion, the student and the other parent are still required to complete verification requirements).

A selected student is exempt from the verification requirements based on the following unusual circumstances:

- The student dies,
- The student will not receive federal financial aid for reasons other than failure to complete the verification, or
- The student was selected for verification after the date the student was no longer enrolled at the University, the University is not aware that the student intends to reenroll for the award year, and no further disbursements (including late) will be made.

Parents of a dependent student are exempt from verification requirements if any of the following apply:

- Both parents are mentally incapacitated,
- Both parents or the custodial parent has died,
- They reside in a country other than the United States and cannot be contacted by normal means, or
- They cannot be located because the student does not have and cannot obtain their contact information.

A spouse of an independent student is exempt from verification requirements if any of the following apply:

- The spouse has died,
- The spouse is mentally incapacitated,
- The spouse resides in a country other than the United States and can't be contacted by normal means, or
- the spouse cannot be located because the student does not have and cannot obtain contact information.

If a student selected for verification dies before the deadline for completing verification and does not complete the verification process, the University will not 1) make any further disbursements on the student's behalf, 2) originate or disburse the student's Direct subsidized Loan, and 3) consider any funds disbursed on an interim basis as an overpayment.

The University will document in the student's file the basis for any exclusion, other than the death of a student, using a signed statement from the student.

Verification Following Natural Disasters

If an affected individual, impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)), notifies the University that he/she has been impacted:

- For students whose records are lost or destroyed because of a natural disaster, the University is not required to complete verification. The student's file is documented accordingly and the Pell Grant disbursements for students affected will reflect a verification status code "S", which reflects selected but not verified.
- The University will waive the requirement of a signed verification worksheet verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no parent can provide the required signatures because the parent(s) is affected by a disaster. In these scenarios, the University will note and retain an explanation of why the student's parent(s) was not able to sign the verification worksheet.

The University will extend the verification document submission deadline to 90 days for students affected by a natural disaster and whose records were not lost or destroyed. If the required verification documents are not submitted within this deadline and the University can document the reason is due to a natural disaster, the University will not perform verification and will document the student's file accordingly.

Third Step Verification of a Student's Eligible Non-Citizenship Status

To be eligible for federal grant and loan programs, a student must be a U.S. citizen, permanent resident or other eligible noncitizen. An exception is provided for a citizen of the Federated States of Micronesia, Republic of the Marshall Islands, or the Republic of Palau to receive Federal Pell Grant but not Direct loans. Citizens of Palau are also eligible for Federal Supplemental Education Opportunity Grant (SEOG).

If the U.S. Department of Education (ED) is unable to confirm the student's U.S. citizenship or eligible non-citizenship status via database matches with the Department of Homeland Security (DHS), the University is required to perform third step verification by collecting and submitting the student's eligible non-citizenship status documentation to DHS for manual review and approval.

Student Notification

The University will notify the student if third step verification of his/her eligible non-citizenship is required based on the information provided by the CPS on the student's ISIR and request the student provide ALL the following documents:

- A hard copy or electronic image of the original eligible non-citizenship document, and
- Eligible non-citizen Affidavit.

Students will be given 30 days to submit these required documents to the University. If a student fails to submit the necessary documents by the deadline established, they will forfeit consideration of federal grant and loan funds for the award year in which they applied for.

Timelines

The University will submit the required documentation received from the student to DHS within 10 days via the SAVE system. DHS-USCIS will return their response of third step verification via the SAVE system no later than 15 business days. If DHS is unable to provide third step verification, the University will not award the student any federal grant or loan funds.

The University will notify the student of the results of third step verification.

Resolving Conflicting Information

If the University has conflicting information concerning a student's eligibility or has any reason to believe a student's application information is incorrect, the University will resolve such discrepancies before awarding and/or disbursing federal financial aid funds. If discrepancies are identified that were not present at the time the federal financial aid funds were disbursed, the University will reconcile the conflicting information and the student will be responsible for repayment of any federal financial aid funds they were not eligible to receive. The University will report the student to ED as a federal grant and/or loan overpayment to collect repayment of these funds from the student.

Examples of conflicting information may include, but are not limited to the following:

- Social security numbers
- Date of birth

- Legal name
- Discrepant tax data (including whether or not the student/ parent was required to file a tax return)
- Number in Household
- Number in College
- Student or parent Marital status
- High school completion
- Untaxed income or resources
- Other Resources, such as Employer Tuition Reimbursement

Satisfactory Academic Progress

For information regarding University academic progress standards for students and individual programs review the Student and Program Academic Standing policies in the appropriate University Academic Catalog. Information regarding satisfactory academic progress for financial aid recipients can be found in the Federal Financial Aid Satisfactory Academic Progress (SAP) Policy below.

Federal Financial Aid Satisfactory Academic Progress (SAP) Policy

Overview

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

Policy

The University will calculate a student's FA SAP based on the student's primary program. Students must maintain FA SAP throughout the duration of their primary program to remain eligible for federal financial aid. FA SAP is assessed by qualitative and quantitative measures and is evaluated at the end of each completed payment period in the student's primary program. For any questions regarding FA SAP, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Qualitative Measure

Grade Point Average

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

The University uses the cumulative GPA provided by the academic system of record at the time FA SAP is evaluated (e.g. at the completion of the payment period)[2].

Cumulative Grade Point Average Exclusions

The following are excluded from the cumulative GPA computation[3]:

- Waivers
- National Testing Programs
- Courses with the following grades:
  - In Progress Extension (IX)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)
  - Removed Course (RC)
  - Passing (P)

- Withdrawal (W)
- Withdrawal/Failing (WF)
- Waived with Credit (WC)
- No Credit (NC)
- Orientations with the following completion statuses:
  - Orientation Complete (OC)
  - Orientation Not Complete (ON)
  - Orientation Extension (OX)

Quantitative Measure

The University publishes the total credit hours required to complete each academic program. The University establishes a pace of completion requirement to ensure a student will complete the program within the maximum timeframe permitted. The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted by the student. Transfer credits, taken at other institutions and applied towards the student's primary program at the University, are included in both attempted and completed hours when measuring the student's pace of completion and maximum timeframe.

[2] *If a student applies for and is granted an academic reprieve for a course(s), the program GPA being used to evaluate FA SAP will be different than the program GPA recorded for academic purposes by the University's Registrar. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.*

[3] *Refer to the University's academic catalog for grade definitions.*

Pace of Completion[4]

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

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

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

Included in Pace of Completion[5]

Courses completed with the following grades are included as attempted in the pace of completion calculation:

- A, B, C, D, and F (+/-)
- Incompletes (I, IX and IP)
- Withdrawal (W)
- Withdrawal/Failing (WF)
- No grade awarded (QC)
- Courses that are waived with credit (WC)
- Removed Course (RC)
- Pass (P)

Evaluation

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

Financial Aid Warning

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

Financial Aid Disqualification

If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status. If a student on FW status does not meet FA SAP at the end of the subsequent completed payment period, the student is not eligible for additional federal financial aid and will be placed on an FD status.

Students who are placed on an FD status are ineligible for federal financial aid. The University will not disburse federal financial aid funds to students on FD status.

Financial Aid Probation

If a student is placed on FD, the student may apply for an FA SAP appeal. Students on FD status who are granted an FA SAP appeal will be placed on financial aid probation (FP) status. Students who are placed on an FP status are eligible for federal financial aid for one probationary payment period. The University will disburse federal financial aid funds to students on FP status for one probationary payment period, provided all other eligibility requirements are met. At the completion of this probationary payment period, the student must meet the University's FA SAP standards to maintain federal financial aid eligibility.

[4]*The University rounds the calculation to the nearest hundredth of a percentage to determine if SAP has been met or not (example: 66.666 = 66.67%).*

[5]*If a student applies for and is granted an academic reprieve for a course(s), the course will continue to be included in the pace of completion calculation. This is to ensure all attempted courses are being taken into consideration, as required, when calculating a student's FA SAP as required by ED regulations.*

Student Notification

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

Financial Aid SAP Appeals

Students placed on FD status may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an FA SAP Appeal Form to Student Financial Services - Operations. The FA SAP Appeal Form is located on the student website, https://ecampus.phoenix.edu/. If there are significant extenuating circumstances, the student's eligibility for federal financial aid may be reinstated for one payment period on FP status.

The University reviews all FA SAP appeals on a case-by-case basis. Approval and/or reinstatement of federal financial aid eligibility is not guaranteed. Approval is only granted when there are significant extenuating circumstances.

The University allows a student to have a maximum of two approved FA SAP appeals during their lifetime at the University. These appeals cannot be consecutive. Examples of significant extenuating circumstances may include, but are not limited to the following:

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

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

All FA SAP appeal decisions made by the University are final.

Regaining Eligibility after Payment Period of Ineligibility

A student who is not making FA SAP regains eligibility only when the student meets the University's FA SAP requirements. Therefore, if a student loses eligibility for federal financial aid as a result of not meeting FA SAP requirements, the student must pay for credit hours taken during the ineligible payment period using non-federal financial aid funds. If the ineligible payment period is the second payment period of an academic year/loan period already established, any federal financial aid awarded for the second payment period will be canceled and, if necessary, returned to the funding source.

If the student meets all FA SAP criteria after the ineligible payment period, the student's borrower based academic year (BBAY) will start at the beginning of the eligible payment period following the period of ineligibility. The BBAY is packaged for a full 24 credits and 40 weeks of instructional time.

Program Changes

Students who change primary programs at the University are re-evaluated to determine which academic credits apply to the new primary program. The student's FA SAP status at the beginning of the new program will be RG and will be evaluated at the end of each completed payment period in the new academic year. If the student changes back to a program he/she was previously in, the student's FA SAP status will reflect the last status of the original program.

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

Re Entering the University

If a student withdraws from the University and subsequently re-enters into the same primary program, whether within 180 days or after 180 days, the FA SAP status at the time of re-entry and for the first payment period upon re-entry will be the FA SAP status the student had prior to his/her withdrawal.

If the student re-enters, at any point, into a different primary program not previously attended, the FA SAP status will reset to Regular Student (RG) status.

Repeat Courses

Grades for prior attempts, whether successfully completed or not, are excluded when calculating the primary program GPA. However, credits from all attempts are included when calculating pace of completion and maximum timeframe.

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

Grade-Level Determination

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

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

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

Note: A student in a two-year program cannot receive more than a grade level 2 (GL 2) annual loan limit in any given year, no matter how long it takes to complete the program. A student in an undergraduate certificate program cannot receive more than a grade level 1 (GL 1) annual loan limit in any given year, no matter how long it takes to complete the undergraduate certificate.

Financial Aid Awarding

The University will evaluate student eligibility for federal, state[6] and institutional[7] aid programs for students who have completed all required financial aid materials. When determining award eligibility, the University will consider general student eligibility requirements, grant or loan program specific requirements, including statutory award maximums, the student's academic year cost of attendance (COA), and financial need[8].

Except for Federal Pell Grants, federal grant and loan amounts are also constrained by the other aid that a student receives, known as Estimated Financial Assistance (EFA) or other resources. Please see the Other Resources section of this guide for more information on EFA/Other Resources, including a non-exhaustive list of examples. In general, the student's total financial aid award for the academic year, including EFA/other resources, may not exceed their need and/or COA.

Academic Year Requirements for Financial Aid Recipients

The University defines its academic year for financial aid eligible programs as follows:
- Undergraduate Certificate programs are a minimum of 24 credits and 40 weeks of instructional time.
- Graduate Certificate programs are a minimum of 24 credits and 48 weeks of instructional time.
  - Graduate Initial Teacher Certificate (Elementary and Special Education only) are a minimum of 27 credits and 61 weeks of instructional time.
- Associate programs (9-week model) are a minimum of 24 credits and 36 weeks of instructional time.
- Associate programs (5-week model) are a minimum of 24 credits and 40 weeks of instructional time.
- Bachelor's programs are a minimum of 24 credits and 40 weeks of instructional time.
- Master's programs are a minimum of 24 credits and 48 weeks of instructional time.
- Competency-Based Programs are a minimum of 24 credits and 32 weeks of instructional time.
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

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

Students who take more than one course at a time or have courses with overlapping instructional weeks may complete the minimum number of credits (24) prior to completing the required weeks of instructional time. In order for a student to complete the academic year, both credits and weeks of instruction must be met. Therefore, students may need to complete additional weeks of instructional time to successfully complete the academic year definition.

Awarding Aid to Transfer Students

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

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

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

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

For all types of transfers, the University will award all federal financial aid based on a full academic year in the new program at the University.

An academic year that begins before a prior academic year has ended is considered an overlapping academic year. This most commonly occurs when a student starts with the University after recently attending a different institution, when a student completes a prior program at the University and begins another program, or when a student changes programs at the University, including when a student returns from an approved Leave of Absence (LOA) and begins a new program. In these cases, a student may have limited eligibility for federal financial aid programs. Students in these scenarios should contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 1-888-346-8679 with any questions.

[6]*State grant and loan program eligibility is determined by each state authority and provided to the University.*

[7]*Institutional grant and scholarship eligibility requirements and determinations will vary.*

[8]*Financial need = COA minus the expected family contribution (EFC).*

Financial Aid Disbursements

Federal Financial Aid

The University may only disburse federal financial aid funds to eligible students for allowable charges.

Typically, a student is eligible to receive a disbursement of federal financial aid funds for the first payment period of their academic year when the University confirms the student has been officially admitted to their program, has posted attendance in an eligible course(s)* in this payment period and federal student aid satisfactory academic progress standards were met, if applicable. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period of their academic year when the student meets the above criteria in addition to successfully completing at least one-half the weeks of instructional time AND earning at least one-half the credit hours in the defined academic year.

In addition, the University requires the following before a disbursement of Federal Direct loans* is made:

- A 30-day disbursement delay for the first year/first time borrowers
- Confirmation of Direct Loan amount (fund acceptance) from the borrower
- Completion of Federal Direct Loan Entrance Counseling, if applicable
- Completion of the Master Promissory Note (MPN)

*NOTE: Under no circumstances will the University disburse Direct loan funds to a student on an approved Leave of Absence.

Federal financial aid disbursements will be credited to a student's account and applied to allowable charges for the payment period and/or academic year. Allowable charges include tuition, mandatory fees, rEsource fees, and state sales tax or the California Student Tuition Recover Fund (CA STRF), if applicable. If a student owes allowable charges from a prior loan period, the University will use current loan period Direct Loan funds, not to exceed $200, to pay those charges. The University does not apply any other type of federal financial aid funds (e.g. Pell and FSEOG) to allowable charges for any prior loan period. For more information, please review the Federal Financial Aid Credit Balance section of the Consumer Information Guide.

A student can view the federal financial aid award for their academic year and the anticipated disbursement dates, as well as any other requirements for disbursement, by accessing the Student Portal.

*Note: For students enrolled in Competency Based Programs, the University requires enrollment in all courses scheduled for the payment period be confirmed before funds will be disbursed.

State Funds

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

Federal Financial Aid Book Voucher

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

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

Federal Financial Aid Credit Balance

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges, a federal financial aid credit balance occurs. Allowable charges include tuition (including state sales tax) and mandatory institutional fees, rEsource fees (electronic course materials fees and books), and the California Student Tuition Recover Fund (if applicable).

The University will pay the federal financial aid credit balance directly to the student or parent as soon as possible, but no later than 14 days after the balance occurred on the student's account. This credit balance will be sent via Electronic Funds Transfer (EFT) or paper check, based upon the student's selection.

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

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

Cancellation of Federal Financial Aid

The student (or parent in the case of a Parent PLUS Loan) must inform the University if all or a portion of federal financial aid funds are to be canceled. Once the loan is disbursed, the University sends the student/parent a Right to Cancel letter, which includes the time given to respond should the student and/or parent borrower wish to cancel their loan request(s). This notification is mailed after the loan disbursement has been credited to the student's account.

Borrowers who wish to cancel all or a portion of their loan must inform the University within 30 days from the date the University sends the disbursement notification. Borrowers must login to the student website and navigate to Account > Awards & Disbursements > Change Loans to initiate the reduction or cancellation of federal financial aid within 30 days from the date the University sends the disbursement notification. If there are any further questions, students can contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Any requests received after the 30 days will be denied. The University will notify the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

Other Resources

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

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

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

Other resources include, but are not limited to, the following:
- Grants and scholarships from private organizations
- University grants and scholarships
- Employer Tuition Assistance or Reimbursement, regardless of whether it is paid directly to the University
- Military tuition benefits[6], including benefits paid under Chapter 101 of Title 10
- AmeriCorps[7]
- University tuition or rEsource Fee discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student's education
- Private loans[8]
- Private and State grants
- Tribal aid
- Funds paid directly to the University for a component of the student's cost of attendance

Note: If an affected individual (student and/or parent, if applicable) impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122(2)) notifies the University that he/she has been impacted, any federal or state aid, whether in the form of grants or low-interest loans, received by the affected individual for the purpose of providing financial relief is not counted as EFA for packaging purposes. Students should contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

[6] *EXCEPTION: The following benefits are excluded as estimated financial assistance: Chapter 103 of Title 10, Chapter 106A of Title 10, Chapter 1606 of Title 10, Chapter 1607 of Title 10, Chapter 30 of Title 38, Chapter 31 of Title 38, Chapter 32 of Title 38, Chapter 33 of Title 38, Chapter 35 of Title 38, Section 903 of the Department of Defense Authorization Act, 1981, Section 156(b) of the "Joint Resolution making further continuing appropriations and providing for productive employment for the fiscal year 1983, and for other purposes", Provisions of Chapter 3 of Title 37*

[7] *The University does not count AmeriCorps benefits as EFA when determining eligibility for a Subsidized Direct Loan; however, the University does include AmeriCorps benefits when determining eligibility for a Direct Unsubsidized Loan.*

[8] *Private loans are **not** considered EFA **unless** the loan substitutes for the EFC and exceeds it, in which case the loan funds which exceed the EFC are considered EFA.*

Professional Judgment

The University may utilize Professional Judgment (PJ) for a student who has unique circumstances that would warrant an adjustment to their expected family contribution (EFC), dependency status, or cost of attendance (COA). PJ allows the University to treat a student individually when the student has unique circumstances not sufficiently addressed by standard procedures.

A student may request adjustments within any of the categories below. Circumstances may warrant an adjustment to one or more categories based on the student's unique circumstances. Requested adjustments will be evaluated on a case-by-case basis.

Students with circumstances that may warrant an adjustment to their COA should contact Student Financial Services at StudentFinancialServices@phoenix.edu or speak over the phone at (888) 346-8679.

For all other circumstances, students should log into the Student Portal, complete the applicable Professional Judgment form, and provide any supplemental information required/requested by the University. If a student requests a professional judgment and is also selected for verification, the University will require the verification be completed before exercising any type of professional judgment by the applicable deadlines.

Submitted materials will be reviewed within three (3) weeks.

Note: If a student selected for verification submits a request for professional judgment, the University must complete verification before exercising any type of professional judgment.

Category	Conditions
Special Circumstances (Impacting Expected Family Contribution)	Circumstances not already considered in the federal methodology that justify an adjustment to the financial components used to calculate the student's expected family contribution. The following are examples of conditions that may be evaluated for an adjustment due to special circumstances: • Recent unemployment of a student or family member; • Change in marital status (divorce/separation/death) after filing a FAFSA; • Paid medical, dental, or vision expenses that exceed 7.5% of your federal adjusted gross income (AGI); • Paid tuition expenses for an elementary school or secondary school; • Paid eldercare expenses for a skilled nursing facility, assisted living, or hospice; • Unusual one-time distribution from retirement or pension funds; or • Other changes to the family's income, assets, household size or number in college.

Unusual Circumstances (Impacting the Student's Dependency Status)	An adjustment to a student's dependency status (dependency override), may be considered when unusual circumstances exist in which:
	• The student is unable to contact a parent, or
	• Contact with parents poses a risk to the student, including circumstances of-
	  • human trafficking;
	  • legally granted refugee or asylum status;
	  • parental abandonment or estrangement; or
	  • parental incarceration.
	Note: A parent's refusal to provide support or refusal to complete the FAFSA is not sufficient to justify a dependency override.

Category	Conditions

Parental Non-Support (No parent information on the FAFSA)	An adjustment may be considered to offer a Direct Unsubsidized Loan to a qualifying dependent student if-
	• The student does not qualify for or chooses not to request professional judgment due to unusual circumstances; AND
	• The student can document that their parent(s) -
	  • Refuse to file a FAFSA; or
	  • Ended financial support of the student.

Cost of Attendance	An adjustment may be considered for a COA component, including: • Childcare or dependent care costs for class time, study time, internship or commuting time; • Disability related expenses for expenses associated with a student's disability that are reasonably incurred and not provided for by other agencies; • One-time purchase of personal computer or laptop or purchase of printer and/or required software for class; • Additional costs for obtaining a professional licensure, certification, or professional credential; • Living expense food, if specific diet required due to medical condition.

Determining Enrollment at the University

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

Leave of Absence

A Leave of Absence (LOA) is a temporary break from courses while maintaining active status in the degree or certificate program a student is enrolled in. Degree or certificate seeking students wishing to request an LOA should contact his or her academic counselor to discuss available options. The Leave of Absence request form can be completed by accessing the student portal. Refer to the University's Leave of Absence Policy found in the University's Academic Catalog for further information.

Students requesting an LOA should consider the following:

- An LOA is a temporary break in your program; you must intend to return to your same program to be eligible for an LOA.
- Taking an LOA will impact your course schedule and your graduation date.
- If you don't return as scheduled, you will be withdrawn from the University.

If you receive federal financial aid and are withdrawn because you do not return as scheduled, the beginning of your federal student loan repayment grace period will be your last date of attendance prior to the start of your LOA which may cause your loans to enter immediate repayment and your federal financial aid will be reviewed to determine whether any federal financial aid funds paid to the University must be returned to the U.S. Department of Education.

Withdrawing from the University

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

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

Return of Title IV Policy

Overview

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

Policy

When a federal financial aid recipient withdraws from the University prior to the end of a payment period, an R2T4 calculation must be performed to determine the amount of federal financial aid funds earned as of the date of withdrawal. If the total amount of federal financial aid funds earned is less than the amount of federal financial aid funds disbursed to the student or on behalf of the student in the case of a parent PLUS loan, the difference between these amounts is returned to the applicable federal financial aid programs. If federal financial aid funds earned is greater than federal financial aid funds disbursed, the difference between these amounts is treated as a post withdrawal disbursement. A R2T4 calculation is not performed if the federal financial aid recipient withdraws after successfully completing the payment period AND all funds awarded for that period have been disbursed.

Withdrawal Date

The University's Withdrawal Policy states for official, unofficial, and administrative withdrawals the University will use the student's last academically related activity (ARA) to establish the student's withdrawal date.

Exceptions

However, if this date occurs during an institutionally scheduled break or during a course extension period, it will not be used to establish a student's withdrawal date at the University for the R2T4 calculation purposes. In these instances, the student's withdrawal date and date of determination for the R2T4 calculation purposes will be established as follows:

Withdrawal Date

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

Date of Determination

The Date of Determination (DOD) for students who post academic related activities during an institutionally scheduled break will be no greater than 15 days after the end date of the institutionally scheduled break.

The DOD for students who post academic related activities during a course extension period will be the day after a grade of anything other than IX posts.

For example:

The University has a scheduled holiday break from December 20 through January 4. The student posts an ARA on December 19th and December 27th. The student withdraws. The student's last ARA was on December 27th, which was during the scheduled break. The student requires an R2T4 calculation; the student's withdrawal date for the R2T4 calculation would be December 19th (the most recent ARA prior to the scheduled break). In addition, the DOD is January 19th (the 15th day after the end date of the institutionally scheduled break).

Return Calculation

The amount of federal financial aid earned is calculated by determining the percentage of the payment period completed applying this percentage to the total amount of aid disbursed and that could have been disbursed for the payment period. The payment period is defined as the period of time it takes the student to complete at least one-half of the weeks and credits in the student's academic year. For purposes of determining earned federal financial aid, a student's aid is considered disbursed if it is disbursed as of the student's last date of attendance. As long as conditions for a late disbursement (described below) are met prior to the date the student became ineligible (the student's last date of attendance), any undisbursed federal financial aid will be counted as aid that could have been disbursed.

Conditions for a Late Disbursement (Including Post Withdrawal Disbursements)

- The Department of Education (ED) processed a Student Aid Report (SAR) or Institutional Student Information Record (ISIR) with an official Expected Family Contribution (EFC) for the student (except in the case of a parent PLUS loan)
- The University originated a Direct Loan (DL)
- The University made the award to the student for a Federal Perkins loan or Federal Supplemental Educational Opportunity Grant (FSEOG)
- The University originated the award to the student for the TEACH Grant program

The University does not include as a post withdrawal disbursement any funds the University was prohibited from disbursing on or before the date the student withdrew, which would apply to the following:

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

Inadvertent Overpayments

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

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

Verification and the Return Calculation

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

If a student does not provide all verification documents in time for the University to complete verification and meet the R2T4 deadlines, the University includes in the R2T4 calculation only the federal financial aid that was not subject to verification (unsubsidized and PLUS loan funds) and for which the conditions of a late disbursement were met prior to the withdrawal. (Refer to the Verification, Secondary Confirmation of Eligible Non-Citizenship, and Conflicting Information Policy for additional information.)

Institutionally Scheduled Breaks

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

Percentage of Federal Financial Aid Earned[9]

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

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

Rate of Progression Calculation

The percentage of the period completed is calculated as follows:

$$\frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days scheduled to complete in the payment period}}$$

Total Calendar Days Completed in the Payment Period

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

Required Adjustments to Calendar Days Completed in the Payment Period

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

- Institutionally scheduled breaks of five (5) consecutive calendar days or more
  - Holidays
  - Administrative
- Student scheduled or selected breaks of five (5) consecutive calendar days or more between course end date and subsequent course start date
- All approved Leave of Absence calendar days
- Unapproved breaks of less than 180 days (Refer to the Re Entry Policy for additional information)

Total Calendar Days Scheduled to Complete in the Payment Period

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

Required Adjustments to Total Calendar Days Scheduled to Complete in the Payment Period

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

[9]*To recognize that students completing more than 60% of the payment period earn 100% of their federal financial aid, amounts of .6001 through .6004 are not rounded for purposes of determining whether a student earned 100% of the federal financial aid for the payment period.*

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

- Associates Program (9-week courses) - 63 days if one or two courses are needed, 126 days if three or four courses are needed
- Associates Program (5-week courses online) - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.

- Associates Program (5-week courses ground) - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Bachelor Program Online - 35 days if one course is needed, 70 days if two courses are needed, 105 days if three courses are needed, etc.
- Bachelor Program Ground - 29 days if one course is needed, 58 days if two courses are needed, 87 days if three courses are needed, etc.
- Master's/Doctoral Program Online - 42 days if one course is needed, 84 days if two courses are needed, 126 days if three courses are needed, etc.
- Master's /Doctoral Program Ground - 36 days if one course is needed, 72 days if two courses are needed, etc.
- Competency-Based Program - 112 days if one to four courses are needed

Please note: Additional calendar days are NOT added for the course(s) in which the student's official last date of attendance falls within. This includes any course(s) the student was enrolled in but did not complete at the time of withdrawal.

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

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

Rate of Progression Example

The following illustration demonstrates how an institution calculates the "total days completed" and the "total days scheduled to be completed" in a payment period when there are calendar days that must be excluded from the rate of progression calculation.

$$\frac{\text{\# of days completed in the payment period}}{\text{Total \# of days scheduled to be completed in the payment period}}$$

Days Completed

To determine the total calendar days completed by the student (numerator), calculate the number of calendar days from the first day of the payment period to the student's last date of attendance, then subtract all applicable exclusion periods.

Days Scheduled to be Completed

To determine the total calendar days scheduled to be completed in the payment period (denominator), calculate the number of calendar days from the first day of the payment period to the last day of the payment period, then subtract all applicable exclusion periods. In this example, the student completed 54.3% of the payment period.

Days Completed

Calendar Span of Student's Attendance (Dec 4 to Mar 10)	97
Institutional Holiday Break (Dec 20 to Jan 2)	-14
Break Between Classes (Jan 22 to Jan 28)	-7
Total Days Completed in Payment Period	76

Days Scheduled to Be Completed

Calendar Span of Payment Period (Dec 4 to May 13)	161
Institutional Holiday Break (Dec 20 to Jan 2)	-14
Break Between Classes (Jan 22 to Jan 28)	-7
Total Days Completed in Payment Period	140

$$\frac{\text{Days Completed}}{\text{Days in Payment Period}} = \frac{76}{140} = 0.5428 = 54.3\%$$

Title IV Credit Balance and the Return Calculation

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

In the R2T4 calculation, the University includes any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 calculation, any federal financial aid credit balance from a prior payment period in the academic year that remains on a student's account when the student withdraws is included as federal financial aid funds for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws. Upon application of any applicable refund policies, a federal financial aid credit balance is allocated first to repay grant overpayments owed by the student as result of the current withdrawal.

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

- Pay authorized charges at the University.
- To the student (or parent for a PLUS loan).

The University applies its own refund policy before allocating a federal financial aid credit balance. However, the University does not actually complete the refund process before completing the steps for allocating the federal financial aid credit balance.

If the University is unable to locate the student (or parent) when attempting to pay a credit balance, it returns the funds to federal financial aid programs. (Refer to the Federal Financial Aid Credit Balance Policy for further information)

Return of Unearned Aid

In the R2T4 calculation, the total Amount Disbursed plus Amount that Could Have Been Disbursed to the student or on the student's behalf, minus the Amount of Federal Financial Aid Earned by the Student determines the amount of federal financial aid funds unearned and required to be returned to the funding source.

When a return of federal financial aid is required, the University and the student may both need to return funds. The University returns the lesser of the following amount to the appropriate federal financial aid program(s):

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

University (institutional) charges incurred by the student include tuition, fees, books and directed study (including state sales tax) initially assessed the student for the entire payment period. Initial charges are only adjusted for changes the University makes prior to the student's withdrawal. The amounts of institutional charges included in the R2T4 calculation are those charged or anticipated to be charged to the student's account. Although institutional charges may not have actually been charged due to the student's withdrawal, the University uses the actual charges to date, to include full tuition, fees, books and directed study (including sales tax) for each course in the payment period, and estimate remaining charges based on the students' primary campus or, as applicable. Institutional charges include all invoiced and scheduled charges, as well as any adjustments made to correct these charges, that occur prior to the beginning of the course from which the student withdrew.

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

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

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

- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Direct PLUS (Graduate Student)
- Federal Direct PLUS (Parent of Dependent Student)
- Federal Pell Grants
- FSEOG
- TEACH Grants
- Iraq & Afghanistan Service Grant (IASG)

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

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

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

Timelines for Return of Funds

The University completes a student's R2T4 calculation within 30 days of the University's date of determination. The University returns the amount of federal financial aid funds for which it is responsible as soon as possible but no later than 45 days after the date the University determines the student has withdrawn. If a student is eligible for a post-withdrawal disbursement, refer to the Disbursements Policy for information on specific timelines.

Deceased Student

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

Determination of Withdrawal of a Deceased Student

The withdrawal date for a deceased student is the last date of academic attendance or attendance at an academically related activity determined from University attendance records. The date of determination is the date the University becomes aware of the student's death.

Return of Title IV Funds for a Deceased Student

The amount of federal financial aid funds earned by the student is calculated according to the Return of Title IV Funds (R2T4) calculation. If the calculation indicates the amount of funds earned is less than the amount disbursed to the student, or on behalf of the student in the case of a PLUS loan, the difference between these amounts is returned to the appropriate federal financial aid programs. The University does not report grant overpayments for deceased students to NSLDS or refer a grant overpayment to Debt Resolution Services, as the student's estate is not required to return any federal financial aid funds.

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

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

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

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

Federal Direct Loan Exit Counseling

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

Exit counseling generally includes the following:

- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Access information on all of your federal student loans by logging into StudentAid.gov
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized deferment
- The impact of borrower responsibility for accruing interest on the borrower's total debt
- A caution to the borrow about third-party debt relief companies
- Other terms and conditions

An e-mail is sent to students advising them of the exit counseling requirement with a link to complete it at https://studentaid.gov/exit-counseling/.

Federal Loan Repayment

Once you graduate, drop below half-time enrollment, or withdraw from the University, federal student loans go into repayment. If you have a Direct Subsidized or Direct Unsubsidized, you have a six-month grace period before you are required to start making regular payments. For a PLUS loan, repayment begins as soon as the loan is fully disbursed-which means once it's paid out. However, graduate and professional student PLUS borrowers will be placed on an automatic deferment while in school and for six months after graduating, withdrawing, or dropping below half-time enrollment.

Students on an approved Leave of Absence who do not return as scheduled, the beginning of your federal student loan repayment grace period will be the last date of attendance prior to the start of the Leave of Absence, which may cause loans to enter immediate repayment.

When your loan enters repayment, your servicer will automatically place you on the Standard Repayment Plan. You can request a different repayment plan at any time. Review different repayment plan options at https://studentaid.gov/manage-loans/repayment/plans. The California Bureau for Private Postsecondary Education requires the following statement be provided to California students: "If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds."

Federal Student Loan Repayment Simulator

The Federal Student Loan Simulator is a tool that may be used by students or potential students to calculate monthly payments under the different student loan repayment plans available. For more information regarding loan payment plans and to simulate other repayment plan options please use the ED's loan simulator tool available at https://studentaid.gov/loan-simulator/.

Sample Standard Repayment Calculator Detail

Loan Amount	$15,000
Interest Rate	2.8%

Repayment Summary

Months in Repayment	120
Monthly Payment	$143
Total Interest Payment	$2,174
Total Loan Payment	**$17,174**

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

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

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

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

Federal Student Loan Consolidation

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

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

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

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

Federal Student Loan Deferments (Postponing Payments)

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

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

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

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

Federal Student Loan Forgiveness, Cancellation and Discharge

In certain situations, borrowers can have their federal student loans forgiven, canceled, or discharged. Below is a list of the type of forgiveness, cancellation, and discharges available:
• Total and Permanent Disability Discharge
• Death Discharge
• Discharge in Bankruptcy (in rare cases)
• Closed School Discharge
• False Certification of Student Eligibility or Unauthorized Payment Discharge
• Unpaid Refund Discharge
• Teacher Loan Forgiveness
• Public Service Loan Forgiveness
• Perkins Loan Cancellation and Discharge (includes Teacher Cancellation)
• Borrower Defense to Repayment

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

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

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

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

Access to Education Records

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

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

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

Releasable Information - Directory

In compliance with FERPA, a University-designated representative without prior written or authorized electronic consent of the student can release the following educational record information, provided the student does not have a FERPA Hold on their record.
• Student name
• Home address
• Email address
• Home telephone number
• Year of birth
• Dates of attendance at the University
• Dates of admission to the University
• University programs of study
• University degree completion dates and types of degrees earned
• Current enrollment status
• Most recent previous institutions attended and degree(s) earned
• Grade level (freshman, sophomore, junior, or senior)
• Photographs
• Honors and awards received
• Participation in officially recognized activities

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

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

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

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

Military (Solomon Amendment) and other Mass Distribution Requests for Student Information

A request, such as a military request, for a mass distribution of directory student information must first seek approval from the Registrar. Requests must be sent via email to the Registrar's Office for student information in order to obtain approval before any information can be released.

Information Not Released - Non-Directory

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

Information which must not be released:
• Place of birth*
• Month and day of birth*

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

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

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

***Although this information may be disclosed without prior written or authorized electronic consent according to FERPA, the University's policy is to maintain the confidentiality of this student information for verification purposes and should not be released to a third party, unless it is necessary to perform a required task or to provide an approved service authorized by the Registrar's Office.

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

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

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

- School officials with legitimate educational interests, which include any University employee acting within the scope of their University employment, and any duly appointed agent or representative of the University acting within the scope of their appointment.
  - A school official is defined as:
    - A person employed by the University in an administrative, supervisory, academic, research, or support staff position
    - A person employed by or under contract to the University to perform a task
    - A person serving on an institutional governing body or committee
  - A school official has a legitimate educational interest if:
    - Performing a task specified in their job description/ or contract
    - Performing a task related to a student's education

- Providing a service or benefit related to a student or a student's family
- Representing a school in which a student seeks to enroll
- Disclosing information to federal and state authorities auditing compliance of federal or state support programs
- Disclosing information in connection with financial aid; to determine financial aid eligibility, the amount of aid, the conditions for the aid, or to enforce the terms and conditions of the aid
- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released
- Performing studies on behalf of educational institutions
- Disclosing information to accrediting organizations carrying out their function
- Complying with a judicial order or lawfully issued subpoena, provided notification to the student is made before complying with the subpoena

- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials
- Collection agencies (States Recovery Systems, FMS, CBE Group and Resolution Assets Services)
- Other schools to which a student seeks or intends to enroll
- Specified officials for audit and evaluation purposes
- Appropriate parties in connection with financial aid to a student (the disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following: eligibility for aid, the amount of aid, the conditions for aid, and/or enforcement of terms and conditions of the aid)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- When release of information to appropriate officials is necessary to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and they has been found to have violated the institution's policies and procedures with respect to the allegation; disclosures may only be made if the institution determines the student violated its policies and such disclosures must only include the name of the student, the violation committed, and any sanction imposed by the institution against the student

- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense; if the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim's next of kin, if so requested
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the institution to defend itself
- The disclosure is to parents of a dependent student as defined in section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or University policies regarding alcohol or drugs are violated
- A person or company that UOPX is contracted with as its agent to perform a service and/or benefit such as healthcare insurance and coverage.

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

- This disclosure is to other school officials, whom the University determines to have a legitimate educational interest
- The disclosure is to officials of other schools where the student seeks or intends to enroll
- The disclosure is subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local education authorities
- The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
    - Eligibility for aid
      - Amount of aid
      - Conditions for aid
      - Enforce terms and conditions of the aid

Financial aid means a payment of funds (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution [authority: 20 U.S.C.1232g (6)(1)(0)]

Students requesting demographic information or PII about other UOPX students for survey or research purposes must contact the Committee on Research (COR) and the institutional review board (IRB) for approvals. Additional approvals might also be required from the appropriate Director of Operations and/or Academic Affairs after reviews from the COR and the IRB have been conducted.

The University shall retain a record of disclosure of student information disclosed to a third party. This information will be stored on the University student information system and will contain dates, names, and reasons for release. Students shall have reasonable access to their educational records, may request to review their educational records, and may challenge the contents of their educational records if they feel the contents to be inaccurate, misleading or otherwise in violation of their privacy or other rights.

Student Right to Access

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

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

Students who wish to review their records at a campus location must present photo identification before access to educational records is allowed. For copies of records from a student's file, the student must fill out and submit the Student File Information Request form. Online students must submit the Student File Information Request form specifically outlining which records they are requesting and the information will be mailed to their address, which is in the University student information system.

A designated University official must be present when students wish to review their records at a campus location. This includes documents on file or student history notes that do not reference other student information.

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

- Confidential letters and recommendations for which they have waived their rights of inspection
- Educational records containing information about more than one student (access is permitted only to that part of the record concerning the inquiring student).
- Records of instructional, supervisory, administrative, and certain educational personnel, which are in the possession of the originator.
- Records connected with an application to attend the University if the application was denied or the individual decides to not attend the University. (e.g., a student is enrolled in an undergraduate program and applies for admission to a graduate program, but is denied).

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

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

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student. Current students can obtain a copy of the FERPA policy in the Academic Catalog.

The Student Verification Process (SVP) is required for inbound and internally transferred phone calls that request the release of or update to any student record information. The SVP is not required for outbound phone calls provided those calls are to contact numbers in our student academic systems and the student verifies their identity. A government issued photo ID or UOPX issued photo ID can be used in place of the SVP for in-person requests.

FERPA Challenge Process

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

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

- Students must submit a request for amendment in writing to the Registrar identifying the specific portion of their record they want changed and why they believe it to be inaccurate or in violation of their privacy. The Registrar will respond to the request within 14 days.
- If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of their right to challenge the information.
- A Student's request for a formal hearing must be made in writing and submitted to the Registrar's Office. The Registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request, of the date, place, and time of the hearing. Students may present relevant evidence and may be assisted at the hearings by a person of their choice, at the student's expense.
- The University shall be represented by a hearing panel appointed by the Registrar. The panel will be comprised of individuals who do not have a direct interest in the outcome of the hearing. The panel shall consider all relevant evidence supporting students' allegations of inaccurate or misleading information in students' records. Decisions of the panel will be final.
- The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing and will include a summary of evidence presented and the rationale for the decision.
- If the University decides that the challenged information is not misleading, inaccurate, or in violation of the student's privacy rights, it will notify the student within 14 days of their right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision.
- The statement will be maintained as a part of the student's record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.
- If the University decides the information is inaccurate or in violation of the student's right of privacy, it will amend the record and notify the student within 14 days, in writing, that the record has been amended.
- Students have the right to file a complaint with the Department of Education regarding FERPA. Inquiries should be directed to:

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

Solomon Act

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters Information that may be released includes the following:
- Student name
- Home address
- Telephone listing
- Age (date of birth)
- Level of education
- Academic major

If available, the following information will also be provided:
- Email address
- Degrees received
- Most recent educational institution attended

Student Loan Code of Conduct

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

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

Student Code of Conduct

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

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

To review the Student Code of Conduct in its entirety, see the Academic Catalog or contact the campus, https://www.phoenix.edu/campus-locations.html.

Federal Student Aid Fraud Policy

Overview

The Federal Student Aid Fraud Policy addresses the actions the University will take in situations where the University suspects that a student, employee, other individual, or contracted Third-Party Servicer has willfully falsified or misrepresented information for the purpose of obtaining federal student aid that the student would not otherwise be eligible for.

Policy

The University will investigate any student/applicant who is suspected of having engaged in fraud or other criminal misconduct in connection with the application for or receipt of federal student aid programs funds. Following the conclusion of its investigation, if the University has credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the University will refer the information to the Department of Education's Office of Inspector General (OIG).

Federal Student Aid Fraud

Federal student aid fraud is the willful misrepresentation or falsification of information for the purpose of securing federal student aid that the individual is not eligible for or not eligible for to the extent received. Federal student aid fraud can take many forms, including, but not limited to falsification of documents, discrepant information, and/or identity theft. Examples of potential instances of federal student aid fraud include, but are not limited to:

- False claims of high school diploma (or equivalent) completion
- False statements of federal tax return filing status
- False statements of income
- Unresolved conflicting information
- Patterns of misreported information from one federal award year to the next
- Falsified documents (including reporting members that are not part of your household)
- Forged signatures on an application, verification documentation or Direct Loan master promissory notes
- False statements of U.S. citizenship or eligible noncitizen
- False claims of independent student status
- Use of fictitious names, addresses, birth dates, social security numbers
- Identity theft

Federal Student Aid Fraud Investigation

If the University suspects or determines there has been intentional misrepresentation, false statements, or falsification/alteration of documents, which have resulted or could result in the awarding or disbursing of federal student aid funds for which the student is not eligible, the case shall be referred to the University's Student Administrative Services (StAS) Financial Aid Compliance Team for investigation.

When an investigation is initiated, the University will cease processing the student's application for federal student aid, making federal student aid award determinations, and/or disbursing federal student aid funds previously awarded. In addition, the University may cancel the student's previously awarded federal student aid funds and/or return a federal student aid credit balance(s) to ED.

During its investigation, if the StAS Financial Aid Compliance Team determines additional documentation or actions are required, the student will be notified in writing. This notification will provide the documentation or action required from the student and the due date for submission/completion. If the student fails to provide this additional documentation or action by the due date, the University's investigation will be deemed complete.

Upon completion of the University's investigation, the StAS Financial Aid Compliance Team will determine whether or not the student is eligible for continued participation in federal student aid programs, notify the student of its decision, and if necessary report any overpayment of federal student aid funds received to ED or the loan servicer, as applicable.

Federal Student Aid Fraud OIG Referral

If there is any credible information indicating the student, an employee, another individual, or contracted Third-Party servicer may have engaged in fraud or other criminal misconduct in connection with the student's application or receipt of federal student aid funds, the StAS Financial Aid Compliance Team will refer this information to the OIG for further investigation.

Note: The University is only required to refer the suspected case for investigation, not reach a firm conclusion about the conduct.

Inspector General's Hotline: 1-800-MIS-USED

Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1500

Consumer Privacy Policy

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

Scope of Privacy Policy

The Privacy Policy applies to Personal Information we collect from users of our Sites, Apps, Wi-Fi hotspots, and other online services, as well the Personal Information we collect about individuals, including current and prospective students, alumni, learners, visitors to our campuses, and others with whom we interact (e.g., Business-to-Business Representatives, as defined), whether online, via phone, or offline in the course of providing our courses, programs, and services (collectively, our "Services").

If you become a student, your educational information that is part of your educational record with us is subject to the U.S. Federal Family Educational Rights and Privacy Act (FERPA), state laws, and the University's policies. To review Access to Education Records and Student Right to Access, please see the University of Phoenix Family Educational Rights and Privacy Act section of this Consumer Information Guide.

Collection of Personal Information

While the Personal Information we collect varies depending upon the nature of the Services provided or used and our interactions with individuals, generally, we may collect the following categories of Personal Information:

Name, contact information, and other identifiers: real name, alias, postal address, telephone number(s), unique personal identifier, online identifier, email address, account name, signature, or other similar identifiers

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

Financial information: bank account number, credit card number, debit card number, or other financial information

Medical information, disability, and health insurance information

Demographic information: characteristics such as race, ethnicity, gender, age, religion, national origin, citizenship status, and marital status

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

Government identification: Social Security, driver's license, state ID card, and passport number

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

Audio, video, and other electronic data: photos, call recordings, and CCTV footage

Employment history: professional or employment-related information

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

Use of Personal Information

We may use the Personal Information we collect for the following purposes:

Administering applications, enrollment, registration, and financial services: to review and process applications and registrations; to verify the information you provide us, determine your admissibility, register you for selected educational programs, and contact you relating to your University status; to provide financial services related to tuition payments and financial aid applications; to maintain student records; and for other related purposes

Providing support and services: to provide our Services; to communicate with you about your access to and use of such Services; to respond to your inquiries; to provide troubleshooting, fulfill your orders and requests, process your payments, and provide technical support; for other customer service and support purposes; and to facilitate communications and collaboration with you and others in our University community, including through our Education Partners, Service Providers, and our social networking, community, and collaboration features

Personalizing content and experiences: to tailor content we send or display on the Services in order to offer location customization and personalized help and instructions and to otherwise personalize your experiences; to reach you with more relevant ads and to measure ad campaigns

Marketing and promotional purposes: to administer promotions and contests; to promote our University and the Services we offer; to send you newsletters, offers, or other information regarding products or services we think may interest you

Analyzing and improving our services and operations: to better understand how users access and use the Services we offer; for other research and analytical purposes, such as to evaluate and improve our Services and business operations and to develop additional programs, services, and features; and to improve student retention, our Services, and user experiences

Securing and protecting our assets and rights and preventing misconduct: to protect our business operations, secure our network and information technology assets and services; to prevent and detect fraud, unauthorized access or activities, cheating, plagiarism, and other misconduct; and, where we believe necessary, to investigate, prevent, or take action regarding suspected violations of our student policies, Terms of Use, or this Privacy Policy, as well as fraud, illegal activities, cheating, plagiarism, misconduct, and other situations involving potential threats to the rights or safety of any person

Complying with legal obligations: to comply with the law or legal proceedings. For example, we may disclose information in response to subpoenas, court orders, and other lawful requests by regulators and law enforcement, including responding to national security or law enforcement disclosure requirements

Supporting our general business operations: to support the administration of our general business, accounting, record keeping, and legal functions, including to analyze operational and business results and risks, to collect outstanding amounts owed, and to maintain business and Student Educational Records

Anonymized information. We may also de-identify information to create Anonymized data sets and reports in order to assess, improve, and develop our business, products, and Services; prepare benchmarking reports; and for other research and analytics purposes.

Your Rights and Choices

MARKETING COMMUNICATIONS

You may opt out of receiving marketing communications from us at: https://www.phoenix.edu/request/unsubscribe. Additionally, you may follow the opt-out instructions in the footer of any marketing email we send or inform us of your decision to opt-out while on a call with us. Opt-out requests will only remove you from our marketing list, not from the list of any other third parties.

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

COOKIES AND SIMILAR TECHNOLOGIES

We may use cookies, pixel tags, and other technologies to collect information about your activities on our Services and other websites over time to provide you targeted advertising based upon your interests. You may update your preferences for third-party tags and cookies on our Sites using our Preference Center by selecting "Manage cookie preferences" from the footer of our webpages and turning off Targeting cookies.

We may also use device information, particularly in mobile advertising, to help deliver our advertising and measure ad campaign effectiveness. To assist us in using device information, we participate in the Adobe Experience Cloud Device Co-op which helps us better understand how users access and use our Services across multiple devices, so that we can better tailor advertising and personalize the experiences of a user across their devices. To learn more about Adobe's Experience Cloud Device Co-op, please see https://www.phoenix.edu/copyright-legal/privacy-policy.html#advertising.

Security Measures

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

Privacy Policy Changes

University of Phoenix may update its Privacy Policy or revise it from time to time. You can view the full Privacy Policy here: https://www.phoenix.edu/copyright-legal/privacy_policy.html.

Contact Us

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

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

Student Complaints Policy

The Student Complaints can be found in the University's Academic Catalog. Resolution Services oversees the student complaint process and provides a mechanism by which students receive an independent, objective review of the issue(s). Students are encouraged to first work directly with the relevant University department to resolve their issue, but should they need additional assistance they may contact Resolution Services by emailing ResolutionServices@phoenix.edu.

Filing a Complaint

Accreditation Standards

University of Phoenix has been continually accredited by the Higher Learning Commission (HLC) since 1978. HLC has its own process for complaints regarding a member institution's ability to meet its Criteria for Accreditation. Please see information on how to submit a complaint to HLC, www.hlcommission.org/Students-Communities/complaints.html which also provides information on the type of complaints HLC will review.

Local Campus Students

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

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

California: The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.574.8900, 888.370.7589.
A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov).
The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888.370.7589 or by visiting osar.bppe.ca.gov.

Commonwealth of the Northern Mariana Islands: The student may contact the Commonwealth of the Northern Mariana Islands Office of the Attorney General, Office of the Consumer Counsel, 2nd Floor, Juan A. Sablan Memorial Buildings, Capitol Hill, Saipan, MP 96950; telephone (670) 237-7500, website: https://www.cnmioag.org/divisions/consumer-protection/online-student-complaint.

Hawaii: The student may contact the Hawaii Post-Secondary Education Authorization Program,
P.O. Box 541, Honolulu, HI 96809; telephone (808) 586-7327, http://cca.hawaii.gov/hpeap/.

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

Distance Education Students

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA participating institution (https://nc-sara.org/). The University has reciprocity with other SARA states for its distance education programs. Please visit the NC-SARA website for the most current list of states that participate in SARA.
Distance education students may file a complaint through the University's internal grievance process by submitting the complaint to Resolution Services (www.phoenix.edu/about/complaints.html.) Students may also file a complaint with the Arizona State Board for Private Postsecondary Education
(https://ppse.az.gov/resources/complaint-forms). After exhausting the institution's internal complaint process and the complaint process of the Arizona State Board for Private Postsecondary Education distance education students residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA). The Arizona SARA Council will not review complaints regarding student grades, student code of conduct violations, or complaints beyond two years of the incident. For more information visit the AZ SARA Council website.
(https://azsara.arizona.edu/complaints)

Distance Education Students (California)

The University is registered as an out of state institution with the California Bureau for Private Postsecondary Education for purposes of providing distance education to California residents. The student may contact the California Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone 916.574.8900, 888.370.7589. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site (www.bppe.ca.gov). The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888.370.7589 or by visiting osar.bppe.ca.gov.

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law and Infringement

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

Copyrighted works protect original works of authorship and include:

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

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

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

The copyright states, "Anyone who violates any of the exclusive rights of the copyright owner is an infringer of the copyright or right of the author." Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

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

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

Peer-to-Peer File Sharing

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

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

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

Violations and Penalties under Federal Law

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

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

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

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

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

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

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

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

Education and Awareness

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

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

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

Legal Sources for Online Music and Videos

The legal sources for online music and videos are reviewed annually by University Legal Services. The following links are online sources that provide information on legal access to copyrighted music and videos:

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

http://www.educause.edu/legalcontent

The Recording Industry Association of America (RIAA), together with the Music Business Association (Music Biz), provides a list of legal music sources:

http://whymusicmatters.com/whymusicmatters.com/index.html

Digital Millennium Copyright Act Policy

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

University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. In addition to sanctions that may be applicable under the University Student Code of Conduct, the Acceptable Computer Use for Federal and Student, or other policies. University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement.

The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers' accounts under the DMCA.

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

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

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

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

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

1. Provide the person who filed the original notification with a copy of the counter notice
2. Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice

Process for Filing Notice of Alleged Infringement

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

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

Process for Filing Counter Notification of Alleged Infringement

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

1. Identify the material that has been removed. This may include providing the location or the URL when possible.

2. Provide your name, address, telephone number and email address if available.

3. Provide a statement that you consent to the jurisdiction of Federal District Court for the judicial district in which you reside, or for any address outside the United States or any judicial district, in which the service provider may be found, and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.

4. Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."

5. The notice must be signed.

Register to Vote

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

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

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

Campus Safety and Security

Annual Security Report

University of Phoenix publishes an Annual Security Report annually by October 1st. The report consists of policy statements related to campus safety and security including, but not limited to, reporting criminal activity, policies and procedures, safety-related educational programs, awareness and prevention of crime, notification procedures, alcohol and other drugs standards of conduct and sanctions, and reported campus crime statistics for the last three calendar years.

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

Campus Safety Policies

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

- Alcohol and other drug abuse prevention, health risks, effects of use, and counseling services
- The gathering of and reporting of crime statistics
- Available counseling and assistance resources
- Crime awareness and prevention measures
- Reporting criminal activities
- Timely warnings, emergency mass notifications, and campus alerts
- Information related to campus safety programs
- Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
- Prohibited use or distribution of alcohol and other drugs
- Safety awareness and crime prevention
- Sex offender registry
- Dating violence, domestic violence, sexual assault, and stalking policies, procedures, and programs aimed at awareness and prevention

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

Campus Crime Statistics

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

The following Clery Act crimes meet definitions in the FBI's Uniform Crime Reporting (UCR) Program. For the categories of Domestic Violence, Dating Violence, and Stalking, definitions are provided by the Violence Against Women Reauthorization Act of 2013 (VAWA), which amended the Clery Act.

- **Criminal Offenses** - Criminal Homicide (Murder and Non-Negligent Manslaughter, Manslaughter by Negligence), Sex Offenses/Sexual Assault (Rape, Fondling, Incest, Statutory Rape), Robbery, Aggravated Assault, Burglary, Motor Vehicle Theft, and Arson
- **Hate Crimes** - Any of the above-mentioned offenses (excluding Manslaughter by Negligence) and any incidents of Larceny-Theft, Simple Assault, Intimidation, or Destruction/Damage/Vandalism of Property that were motivated by bias
  - Categories of bias under the Clery Act include Race, Religion, Sexual Orientation, Gender, Gender Identity, Ethnicity, National Origin, and Disability
- **VAWA Offenses** - Any incidents of Domestic Violence, Dating Violence, and Stalking
  - Sexual Assault is also a VAWA Offense but is included in the Criminal Offenses category for Clery Act reporting purposes
- **Arrests and Referrals for Disciplinary Action** - Weapons Law Violations, Drug Abuse Violations, and Liquor Law Violations

Specific campus location crime statistics are available electronically in their respective Annual Security Report at https://www.phoenix.edu/about/campus-safety.html or by requesting a paper copy of the report from a Campus Safety Coordinator (contact information can be viewed at

https://www.phoenix.edu/about/campus-safety/contact-list.html)
or any University representative.

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

Statement of Policy on Sex Offender Registration

The Campus Sex Crimes Prevention Act of 2000 provides minimum national standards for state sex offender registration and community notification programs. This Act requires the state agencies to obtain information concerning registered sex offenders' enrollment or employment at institutions of higher education. Sex offenders who are required to register in a state must provide notice to each institution of higher education in that state at which the offender is employed or is a student. This notice should be directed to the Campus Safety Coordinator at their local campus.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the sex offender databases at http://www.sexoffender.com/ and https://www.nsopw.gov/. You can search by city, county, or ZIP code. This information is collected by other agencies, and the University cannot guarantee this information is correct or complete. The database link is provided to comply with the Clery Act and for campus safety purposes only. It should not be used to intimidate, threaten, or harass. Misuse of this information may result in prosecution.

Emergency Mass Notification Policy

The University maintains emergency management policies, procedures, and systems to protect lives and property, and to continue necessary critical functions and essential services.

An "emergency" is defined as a high risk event, expected or unexpected, that threatens the lives, safety, property, or the environment and requires immediate action. The University will activate protocols for emergency notifications in those situations that represent a significant emergency or dangerous situation affecting the health or safety of someone in the campus community, at a University location, or that significantly disrupts the normal course of University business.

The Emergency Mass Notification process includes emergency escalation procedures, mass notifications and supporting systems. In an emergency, dangerous or otherwise high-risk situation, these processes enable the University to, without delay and taking into account the safety of the community, determine the content of the notification and initiate the notification system to enrolled students and current employees (faculty and staff) unless issuing the notification system will, in the professional judgement of the responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The policy can be viewed in its entirety in the Campus Safety Policies at

https://www.phoenix.edu/content/dam/edu/about/doc/campus-safety-policies.pdf

Campus Safety Contact List

To help ensure the safety of the campus community, the University has campus security authority (CSA) reporting contacts, including a designated Campus Safety Coordinator at every teaching campus.

Below are some of the persons to whom students, faculty and staff should report crimes. Visitors and others not associated with the University can also contact these CSA reporting contacts to report crimes.

Security Operations Center (SOC)
866 992 3301 or 602 557 7000
SOC@phoenix.edu

Senior Director Security
Steve Lindsey 602 557 7537
Steve.Lindsey@phoenix.edu

Title IX Coordinator
Bridget Beville 602 557 1823
TIXC@phoenix.edu

Ethics Helpline
888 310 9569
http://www.UOPXhelpline.com

Clery Compliance Officer
Jessica Flores 602 412 9253
Jessica.Flores@phoenix.edu

Campus Safety Coordinators
Find your local Campus Safety Coordinator's name and contact information at

https://www.phoenix.edu/about/campus-safety/contact-list.html

A complete list of identified CSAs can be viewed in the Campus Safety Policies at https://www.phoenix.edu/content/dam/edu/about/doc/campus-safety-policies.pdf.

Alcohol and Other Drug Abuse Prevention

The U.S. Department of Education requires institutions of higher education to implement an alcohol and other drug abuse prevention and awareness program for their students and employees. University of Phoenix abides by federal Drug-Free Workplace Act and Drug Free Schools and Communities Act regulations, regardless of individual state legalization. University policy prohibits the unlawful use, sale, possession, or distribution of illegal drugs and alcohol on University controlled property, or as part of any University activity. Misconduct violations relating to the Student Code of Conduct, Faculty Code of Conduct, the employee Alcohol and Drug Abuse Prevention policy, and/or the University's Code of Ethics are subject to disciplinary sanctions.

Any member of the University community found consuming or selling alcohol and other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Policies and programs concerning alcohol and other drugs, including health risks, effects of use, penalties, and counseling and assistance resources, can be viewed in the full Drug and Alcohol Abuse Prevention Policies in the Campus Safety Policies at https://www.phoenix.edu/about/campus-safety/policies.html.

Prohibition of Illicit Drug Use, Underage Drinking, and Other Violations of Alcohol and Other Drug-Related Policies

The University's Codes of Conduct state that the unlawful manufacture, sale, delivery, unauthorized possession, or use of any illicit drug is prohibited on property owned or otherwise controlled by the University. University policy prohibits underage drinking and will enforce state underage drinking laws on its campus premises (Note: The legal drinking age in the United States is 21 and over.) If any individual is found violating any alcohol- or other drug-related law while at a University location or activity, the University will fully cooperate with federal, state, and local law enforcement agencies.

Institutional Sanctions for Alcohol and Other Drug Violations

The University abides by federal, state, and local sanctions regarding unlawful possession of drugs and the unlawful consumption of alcohol. Any member of the University community found consuming or selling alcohol or other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Consistent with federal, state, and local sanctions, the University may impose a disciplinary sanction to students, faculty, or staff requiring the completion of an appropriate rehabilitation program. Failure to comply with disciplinary standards could result in sanctions, up to and including expulsion or termination of employment, and referral for prosecution for violation of the standards of conduct.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Students' Right to Privacy

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

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

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

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

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

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

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

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

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

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar's Office. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4035 South Riverpoint Parkway, Phoenix, AZ 85040, Fax (480) 643-1600.

Student Organizations

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

Conditions of Recognition for Student Organizations

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

- A Student Organization (SO) is independently installed, organized, and managed by students enrolled and actively attending the University.
- All student members of a University SO must be enrolled in and must have posted positive attendance within the last 90 days.
- SOs must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- SOs are recognized by, but not official units of UOPX.
- SOs must have a published purpose/mission and goals/objectives, operate under a formal leadership/governance structure, participate in the annual assessment process, and maintain membership rosters, financial statements, meeting minutes, assessment plans and reports, etc. These items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
- Student Organization Application/Annual Report and Renewal Request submission must be accompanied by an Assessment Matrix attachment with assessment plan sections (Area Assessed, Criteria, University Learning Goals, Measure and Metric) columns completed. At the end of an application/renewal period the Assessment Matrix template submitted the year prior must be updated including the completed Findings and Action Plan sections.
- SOs must have a University-approved University liaison. The role of the University liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the University liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University.
- SOs are established, managed and supported by the Department of Accessibility, Equity and Inclusion. Financial support for student organizations will be determined by the organization type. Organization by-laws will dictate financial reporting, use of and distribution of funds.

- The tax status of the University does not extend to SOs. SOs must follow all local, state, and federal guidelines. SOs have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)7) or tax employer identification numbers, as appropriate. Under no circumstances are RSOs allowed to use the federal tax numbers or designations of UOPX.
- Consistent with the UOPX Mission, SOs must strive to enhance the student experience, the University's culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- SOs must meet all Conditions of Recognition and agree to abide by all UOPX regulations, policies, and procedures. This includes, but is not limited to, all Academic Catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- SOs must be open to all students who meet the membership requirements. SOs may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- SOs must submit a Student Organization Recognition application to the UOPX Office of Educational Equity and be approved by the University to receive formal recognition status and recognition-related benefits. Formal recognition and access to the recognition-related benefits will not be granted until an application is reviewed and approved.
- Recognition status will expire every three years, August 31st. A request for recognition renewal must be submitted no later than August 31st of the third year to remain officially recognized as a SO. Exceptions will be made for new SOs with approval granted between July and December of that same year. Upon approval, recognition status and benefits will be renewed for one year. This ensures proper maintenance of each SO's recognition and continued compliance with regulatory, policy, and procedural changes.
- SOs that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate institutional sponsor.
- The bylaws and/or policies for any SO must meet the minimum standards outlined in the Student Organizations Handbook.
- SOs must meet one of the University's approved SO Types and Recognition Statuses as defined below.

Approved SO Types

- **Student Council** - Student Council at the University would serve as the governing body for Student Organizations. Participating in Student Council will allow students to demonstrate leadership, communication, collaboration, and organization skills while meeting University learning goals. As the face of our student body, the Student Council would reinforce the value of institutional connectedness and provide representation to otherwise marginalized communities. Additionally, the Student Council serves to identify opportunities for new student organizations, ensure that SOs align with the University goals and initiates the review and approval process for applications for new organizations. Funding for this council will come from the University, specifically the department of Accessibility Equity and Inclusion.

- **Academic (excluding Honor Societies)** - Academic organizations are generally intended for students with common academic interests, pursuing a particular field of study, and/or students who are interested in academic engagement and support beyond the classroom. Funding for this organization will come from the national organization to include dues acquired for membership.
- **Honor Societies** - Honor Societies are generally geared toward students who demonstrate a high level of academic achievement. Membership in honor societies is typically by invitation and criteria based. Funding for this organization will come from the national organization to include dues acquired for membership.
- **Professional** - Established professional associations are generally intended for students with a specific program, interest area, and possibly occupational aspirations in a professional field (e.g., Project Management Institute [PMI], Society for Human Resource Management [SHRM]). Funding for this organization will come from the national organization to include dues acquired for membership.
- **Service** - Service organizations are generally intended for students seeking opportunities to participate in community service and/or philanthropic activities. Funding for this organization will come from the national organization to include dues acquired for membership.
- **Affinity** - Student organizations with the goal to empower historically underrepresented students in their endeavors of college matriculation and job attainment. These requests are considered on a case-by-case basis. Funding for this organization will come from the University, specifically the department of Accessibility Equity and Inclusion.

Approved SO Recognition Statuses

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

Equal Opportunity, Harassment, and Nondiscrimination

Policy on Nondiscrimination

The University is committed to providing an educational environment that is free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting equity in all aspects of the educational program or activity, the University has developed policies and procedures that provide a prompt, equitable, and impartial process for allegations of discrimination or harassment on the basis of protected class status and for allegations of retaliation.

Resolution Services oversees implementation of the University's policy on Equal Opportunity, Harassment, and Nondiscrimination. The University's Title IX Coordinator has the primary responsibility for coordinating the University's efforts related to investigation, resolution, and implementation of sanctions to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The members of the Title IX Team are trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents.

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Bridget Beville, Vice President, Resolution Services & Title IX Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-1823 office
480-273-0455 mobile
TIXC@phoenix.edu

The University's 504 Coordinator is responsible for overseeing efforts to comply with Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA), , and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide accommodations to otherwise qualified disabled students in all University programs and activities. Questions may be directed internally to:

Kelly Hermann, Vice President, Accessibility, Equity & Inclusion & 504 Coordinator
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602.387.9936
Section.504Coordinator@phoenix.edu

Inquiries may be made externally to:
Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

Scope

The core purpose of this policy is the prohibition of all forms of discrimination. When an alleged violation of this policy is reported, the allegations are subject to resolution using one of two processes outlined below as determined by the Title IX Coordinator. These procedures may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

Any person whose acts deny, deprive, or limit the educational access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes defined below is in violation of this policy.

This policy is interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the University's education program and activities or use University networks, technology, or equipment.

Jurisdiction

This policy applies to the University's education program and activities, to conduct that takes place on campus or online or on property owned or controlled by the University or at University-sponsored events.

The University may also extend jurisdiction to off-campus and/or online conduct when the Title IX Coordinator determines that the conduct affects a substantial University interest, including any situation that is detrimental to the educational interests or mission of the University and/or has continuing effects on the University community.

Definitions

Advisor: The person chosen by a party or appointed by the University to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at a Formal Grievance Process hearing, if any.

Complainant: The individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class.

Education Program or Activity: Locations, events, or circumstances where the University exercises substantial control over both the Respondent and the context in which the harassment or discrimination occurs.

Formal Complaint: A document filed by a Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Respondent and requesting an investigation of the allegations.

Mandated Reporter: Any University employee obligated by policy to share knowledge, notice, and/or reports of actual or suspected harassment, discrimination, and/or retaliation with the Title IX Coordinator.

Preponderance of the Evidence: The standard of proof used to determine whether a Respondent is responsible for a violation of this policy, meaning whether a policy violation is more likely than not.

Protected Class: Race, color, religion, creed, sex, pregnancy (including lactation, childbirth, and related medical conditions), sexual orientation, gender, gender identity or expression, familial or marital status, age (40 or older), physical or mental disability, medical condition (any health impairment related to a diagnosis, record, or history of cancer), genetic information (including testing and characteristics), national origin, ancestry, ethnicity, citizenship, military or veteran status, or any other status or characteristic protected by applicable federal, state, or local law.

Respondent: The individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class.

Supportive Measures: Non-disciplinary, non-punitive individualized services offered to the Complainant or the Respondent designed to restore or preserve equal access to the education program or activity, including measures designed to protect the safety of all parties or the educational environment, or deter harassment, discrimination, and/or retaliation. Supportive measures may include, but are not limited to, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, security escorts, mutual restrictions on contact between the parties, changes in work location, leaves of absence, increased security and monitoring of certain areas, counseling referrals and other similar measures.

Title IX Coordinator: The official designated by the University to ensure compliance with Title IX and who has the primary responsibility for coordinating Recipient's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy. For the purposes of executing this policy, a designee may be assigned by the Title IX Coordinator.

Prohibited Conduct

Harassment

Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law. The University does not tolerate discriminatory harassment of any employee, student, visitor, or guest and will act to remedy all forms of discriminatory harassment when reported, whether or not the harassment rises to the level of creating a hostile environment.

For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce any individual covered by this policy.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes epithets, slurs, and negative stereotyping, and comments that are offensive or unwelcome regarding any characteristic or status protected by this policy or applicable law.
- Non-verbal harassment includes distribution, display or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion or disrespect toward an individual or group because of any characteristic or status protected by this policy or applicable law.
- Physical harassment includes assault, unwanted touching, or blocking normal movement because of an individual's protected status.

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational access, benefits, or opportunities. This discriminatory effect results from harassing verbal, non-verbal, written, graphic, or physical conduct that is severe or pervasive, and objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, the University may impose sanctions through application of the appropriate grievance process below.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature not based on a protected status, under the applicable Code of Conduct.

Sexual Harassment

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that defines the meaning of "sexual harassment" (including forms of sex-based violence). Under the Final Rule, the University must narrow both the geographic scope of its authority to act under Title IX and the types of "sexual harassment" subject to its Title IX investigation and adjudication process.

Only incidents falling within the Title IX definition of sexual harassment will be subject to the Title IX Formal Grievance Process.

Title IX Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity;
- Sexual assault (as defined in the Clery Act);
- Dating Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Domestic Violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act);
- Stalking (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act).

All other incidents, including those that meet the following definition of sexual harassment will be subject to the Standard Grievance Process.

Sexual Harassment is unwelcome, sex-based and/or gender-based verbal, non-verbal, written, online and/or physical conduct that satisfies one or more of the following:

- Takes the form of quid pro quo harassment;

  Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made either explicitly or implicitly a term or condition of an individual's work or educational development or performance, or evaluation thereof.

- Creates a hostile environment;

  A hostile environment is created when sexual harassment is severe, and/or persistent and/or pervasive and objectively offensive, such that it unreasonably interferes with, denies, or limits the ability to participate in or benefit from the University's education program and activities.

- is retaliatory.

Other Civil Rights Offenses

The following offenses are prohibited forms of discrimination when the act is based upon the Complainant's actual or perceived membership in a protected class.

- Sexual Exploitation, defined as: taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that conduct does not otherwise constitute sexual harassment under this policy.
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, defined as actions that deprive, limit, or deny other members of the community of educational or employment access, benefits, or opportunities;
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;

- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically and/or mentally

Retaliation

Retaliation is defined as any materially adverse action taken because of a person's participation in a protected activity. Protected activity includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

The University or any member of the University community is prohibited from taking materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Charges against an individual for Code of Conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator for investigation.

Reporting Harassment, Discrimination and/or Retaliation

Reports of harassment, discrimination, and/or retaliation may be made at any time (including during non-business hours) using any of the following options:

- Directly to the Title IX Coordinator via phone, email, text or in-person;
- Directly to Resolution Services;
- By informing any mandated reporter, such as a faculty member, academic counselor, Campus Security Authority (CSA) or Human Resources Business Partner (HRBP).
- By calling the Ethics & Compliance Helpline at 888-310-9569 or filling out an online form at http://www.UOPXhelpline.com.

All University faculty and employees are mandated reporters and expected to report actual or suspected harassment or discrimination of which they become aware and must promptly share all known details of a report made to them in the course of their employment, including the identities of both parties, with the Title IX Coordinator.

All reports are acted upon promptly, and every effort is made by the University to preserve the privacy of reports, meaning information related to an allegation will be shared with a limited number of University employees who "need to know" in order to assist in the assessment, investigation, and resolution of the report.

There is no time limitation on reporting. However, if the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be limited or impossible.

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the University community and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether to proceed when the Complainant does not wish to do so, and the Title IX Coordinator may sign a Formal Complaint to initiate a grievance process upon completion of an appropriate violence risk assessment.

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, the University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community. The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information to make safety decisions in light of the potential danger.

Upon receipt of notice or a complaint of an alleged violation of this policy, the Title IX Coordinator engages in an initial assessment to determine jurisdiction and which process applies.

Anonymous Reports

Reports may also be made anonymously, without identification of the Complainant. However, anonymous reports typically limit the University's ability to investigate, respond, and provide remedies, depending on what information is shared. Anonymous reports will be preliminarily investigated to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures can be provided. The University cannot provide supportive measures to an unidentified Complainant.

False Allegations & Information

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action. Additionally, witnesses and parties providing knowingly false evidence or deliberately misleading an official conducting an investigation will be subject to discipline under the applicable Code of Conduct.

Amnesty

To encourage reporting and participation in the process, the University maintains a policy of offering parties and witnesses amnesty from minor policy violations related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis.

Standard Grievance Process for Allegations of Harassment, Discrimination and/or Retaliation

The procedures described below apply to allegations of harassment, discrimination and/or retaliation on the basis of protected class status and Sexual Harassment as defined by this policy.

If a factual nexus exists between the allegation of harassment, discrimination and/or retaliation and the alleged actions, the Title IX Coordinator initiates one of two responses:

- Informal Resolution - typically used for less serious offenses and only when all parties agree, or when the Respondent is willing to accept responsibility for violating policy. This can also include a remedies-only response.
- Administrative Resolution - investigation of policy violation(s) and recommended finding, subject to a determination by the Title IX Coordinator and the opportunity to appeal to an Appeal Panel.

Resolution proceedings are private. All persons are expected to maintain the privacy of the proceedings in accordance with University policy.

The investigation and subsequent Administrative Resolution determine whether this policy has been violated.

At any point during the initial assessment or investigation, if the Title IX Coordinator determines that reasonable cause does not support the conclusion that policy has been violated, the process will end, and the parties will be notified.

Informal Resolution

Informal Resolution is applicable when the parties voluntarily agree to resolve the matter or when the Respondent accepts responsibility for violating this policy or when the Title IX Coordinator can resolve the matter informally by providing remedies to resolve the situation.

It is not necessary to pursue Informal Resolution first in order to pursue Administrative Resolution, and any party participating in Informal Resolution can stop the process at any time and request the Administrative Resolution process.

Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent accepts responsibility, the Title IX Coordinator makes a determination that the individual is in violation of this policy and then determines appropriate sanction(s) or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the conduct, both on the Complainant and the University community.

If the Respondent accepts responsibility for all of the alleged policy violations and the Title IX Coordinator has determined appropriate sanction(s) or responsive actions, which are promptly implemented, the process is over. The Complainant will be informed of this outcome. If Respondent accepts responsibility for some of the alleged policy violations, the remaining allegations will continue to be investigated and resolved.

Administrative Resolution

Administrative Resolution can be pursued for any behavior for which the Respondent has not accepted responsibility that constitutes conduct covered by this policy.

Administrative Resolution starts with a thorough, reliable, and impartial investigation. If Administrative Resolution is initiated, the Title IX Coordinator will promptly provide written notification of the investigation to the parties. Notification will include a meaningful summary of the allegations and the policies allegedly violated.

Investigation

The Title IX Coordinator assigns an Investigator(s) free from bias and conflicts of interest who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

The University aims to complete all investigations within a sixty (60) day period, which can be extended as necessary for appropriate cause by the Title IX Coordinator, with notice to the parties as appropriate.

Investigations involve interviews with all relevant parties and witnesses, obtaining available, relevant evidence, and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence, and to fully review and respond to evidence.

Any evidence that is relevant and credible may be considered, including an individual's prior misconduct history as well as evidence indicating a pattern of misconduct. The process should

exclude irrelevant or immaterial evidence and may disregard or provide little weight to evidence lacking in credibility or that is improperly prejudicial.

The Investigator(s) will provide an investigation report summarizing the investigation and evidence and provide parties with a copy of the draft investigation report when it is completed, including relevant evidence, analysis, credibility assessments, and recommended finding(s). Each party has a full and fair opportunity to respond to the report in writing within ten (10) days of receipt.

The Investigator(s) will incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, and make any necessary revisions.

The Investigator(s) will share the report with the Title IX Coordinator for review and feedback and then provide a final report to the Title IX Coordinator. The report will include recommended finding(s) based on a preponderance of the evidence.

Determination

Within a reasonable time of receiving the Investigator's recommendation, the Title IX Coordinator reviews the report and all responses, and then makes the final determination on the basis of the preponderance of the evidence.

The recommendation of the investigation should be strongly considered but is not binding on the Title IX Coordinator. The Title IX Coordinator may invite and consider impact statements from the parties if and when determining appropriate sanction(s), if any.

If the Respondent admits to the violation(s), or is found in violation, the Title IX Coordinator, in consultation with other administrators as appropriate, determines sanction(s) and/or responsive actions, which are promptly implemented in order to effectively stop the harassment, discrimination, and/or retaliation; prevent its recurrence; and remedy the effects of the discriminatory conduct, both on the Complainant and the University community.

Notice of Outcome

The Title IX Coordinator will timely provide the parties with a written Notice of Outcome to include findings, any sanction(s), and a detailed rationale, delivered simultaneously to the parties.

Unless based on an acceptance of violation by the Respondent, the determination may be appealed by either party.

The Notification of Outcome also includes the grounds on which the parties may appeal and the steps the parties may take to request an appeal of the findings.

Sanctions

Factors considered when determining a sanction may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Title IX Coordinator

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/responsive actions.
- Suspension: Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- Expulsion: Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- Withholding Diploma: The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- Revocation of Degree: The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- Other Actions: In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

Range of Sanctions - Faculty

The following sanctions may be imposed upon faculty singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- Implementation of a remediation plan as appropriate
- Removal from assigned course(s)
- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- Other Actions: In addition to or in place of the above sanctions, the Title IX Coordinator may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the Title IX Coordinator.

Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

All requests for appeal must be submitted in writing to the Title IX Coordinator within ten (10) business days of the delivery of the Notice of Outcome. Either party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures.)
- To consider new evidence, unknown or unavailable during the investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanction(s) are disproportionate to the violation and the cumulative record of the Respondent.

When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party or other appropriate persons such as the Investigator(s), who may file a response within three (3) business days.

A three-member Appeals Panel will be designated by the Title IX Coordinator from those who have not been involved in the process previously and include a manager, director, and College Dean or Vice President. The Appeals Panel will review the appeal request(s) and if grounds are not sufficient for an appeal, or the appeal is not timely, the Appeals Panel dismisses the appeal.

If the Appeals Panel finds that at least one of the grounds is met by at least one party, additional principles governing the review of appeals include the following:

- Decisions are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s) only if there is compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation and pertinent documentation regarding the grounds for appeal.
- An appeal is not an opportunity for the Appeals Panel to substitute their judgment for that of the original Investigator(s) or Title IX Coordinator merely because they disagree with the finding and/or sanction(s).
- Appeals granted based on new evidence should normally be remanded to the Investigator(s) for reconsideration.
- Sanctions imposed as the result of Administrative Resolution are implemented immediately unless the Title IX Coordinator stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
- All parties will be informed in writing within three (3) business days of the outcome of the appeal.
- Once an appeal is decided, the outcome is final; further appeals are not permitted, even if a decision or sanction is changed on remand.
- In rare cases when a procedural error cannot be cured by the original Investigator(s) and/or Title IX Coordinator (as in cases of substantiated bias), the Appeals Panel may recommend a new investigation and/or Administrative Resolution process.
- In cases in which the appeal results in Respondent's reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Grievance Process for Allegations of Title IX Sexual Harassment

Response to Allegations

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the Title IX Coordinator will promptly contact the Complainant to:

- discuss the availability of supportive measures and consider the Complainant's wishes with respect to supportive measures;
- inform the Complainant of the availability of supportive measures with or without filing a Formal Complaint; and
- explain the process of filing a Formal Complaint.

If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes and then seeks to facilitate implementation. The Title IX Formal Grievance Process is not initiated, though the Complainant can elect to initiate it at a later time.

If the Title IX Formal Grievance Process is preferred, the Title IX Coordinator determines if the alleged misconduct falls within the scope of Title IX.

- If it does, the Title IX Coordinator will initiate the appropriate process.
- If it does not, the Title IX Coordinator assesses which policies and/or procedures may apply and refers the matter accordingly. Dismissing a complaint under Title IX is just procedural and does not limit the University's authority to address a complaint through another applicable process.

Emergency Removal

Respondents may be removed from the University's education program or activity on an emergency basis. The University will undertake an individualized safety and risk analysis to determine if there is an immediate threat to the physical health or safety of any student or other individual arising from the allegations that justifies removal. The Respondent will be provided with notice of Emergency Removal and the opportunity to challenge the decision immediately following the removal.

Dismissal (Mandatory and Discretionary)

The University must dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the Formal Complaint would not constitute Title IX Sexual Harassment as defined in this policy, even if proved; and/or
- The conduct did not occur in an educational program or activity controlled by the University and/or the University does not have control over the Respondent; and/or
- The conduct did not occur against a person in the United States; and/or
- At the time of filing a Formal Complaint, a Complainant is not participating in or attempting to participate in the University's education program or activity.

The University may dismiss a Formal Complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein; or
- The Respondent is no longer enrolled in or employed by the University; or
- Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon any dismissal, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties. A dismissal decision is appealable by any party under the procedures for appeal below.

Resolution Processes

The processes described below apply only to allegations of Title IX Sexual Harassment involving students, employees, or faculty members that meet the Title IX Sexual Harassment definition in this policy.

Upon receipt of a complaint or notice to the Title IX Coordinator of an allegation of Title IX Sexual Harassment, the University will initiate at least one of three responses:

- Offer supportive measures because the Complainant does not want to proceed formally; and/or
- Facilitate an Informal Resolution; and/or
- Initiate the Title IX Formal Grievance Process including an investigation and a live hearing.

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with University policy. While there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose.

The University will make a good faith effort to complete the resolution process within a sixty (60)-to-ninety (90) business day time period, including appeal, which may be extended as necessary for appropriate cause at the sole discretion of the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

Any individual materially involved in the administration of the resolution process, including the Title IX Coordinator, Investigator(s), and Decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another individual will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the University's Ethics & Compliance Department via email at office.complianceuopx@phoenix.edu or the Ethics Helpline at www.uopxhelpline.com.

Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings and interviews within the resolution process, if they so choose. The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The Advisor is not an advocate and does not represent the parties in the process.

The Advisor is entitled to inspect and review evidence prior to completion of the Investigative Report, receive a copy of the final Investigative Report, and is permitted to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility.

The parties are not permitted to directly cross-examine each other or any witnesses during the hearing. Cross-examination must be conducted by the parties' Advisors. Restrictions regarding the extent to which an Advisor may participate in the Formal Grievance process are further outlined in the Hearing Procedures section of this policy.

The University cannot guarantee equal advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the University is not obligated to provide an attorney. The Title IX Coordinator will offer to assign a trained Advisor for any party if the party so chooses.

The University is obligated to investigate and adjudicate in a prompt timeframe under Title IX and may refuse to grant extension requests to accommodate the schedule of an Advisor. The determination of what is reasonable shall be made by the Title IX Coordinator.

Informal Resolution

Parties are not required to participate in an Informal Resolution process and Informal Resolution may only be used if a Formal Complaint is filed. Any party participating in Informal Resolution can stop the process at any time and begin or resume the Title IX Formal Grievance Process.

Informal Resolution may be used with the voluntary, written consent of both parties:

- When the Respondent accepts responsibility for violating policy and wants to accept a sanction and end the resolution process; or
- When the Title IX Coordinator can resolve the matter by providing supportive measures to remedy the situation.

Prior to implementing Informal Resolution, both parties will be provided with written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and the University are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator accepts the Respondent's admission of responsibility and implements agreed-upon sanctions and or remedies, in coordination with other appropriate administrator(s), as necessary. The result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution.

Informal Resolution is not available to resolve allegations that an employee sexually harassed a student.

Formal Grievance Process

The Formal Grievance Process includes an objective evaluation of all relevant evidence obtained, including both inculpatory and exculpatory evidence. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

Relevant evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true and do not include the following types of evidence and questions, which are deemed irrelevant at all stages of the Formal Grievance Process:

- Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless they are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or they concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
- Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

There is a presumption that the Respondent is not responsible for alleged misconduct unless and until a determination of responsibility is made at the conclusion of the Formal Grievance Process. The standard of proof used to determine responsibility is preponderance of the evidence.

Notice of Allegations

The Title IX Coordinator will provide a Notice of Allegations to both parties as soon as practicable after receiving a Formal Complaint.

The Notice of Allegations will include:

- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- A description of the applicable procedures,
- A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period, and
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.

The institution will provide sufficient time for the parties to review the Notice of Allegations before any initial interview.

Investigations

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

Through the investigation process, all parties have a full and fair opportunity to suggest witnesses and questions, to provide evidence and expert witnesses, and to review and respond to all evidence on the record.

The Title IX Coordinator appoints an Investigator who will make a good faith effort to complete the investigation as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation. Investigator(s) will complete the following steps (not necessarily in this order):

- Provide each interviewed party and witness an opportunity to verify the Investigator's summary of the relevant evidence/testimony from their respective interviews and meetings.

- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses.
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding.
- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the Recipient does not intend to rely in reaching a determination, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence.
  - The Investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses.
- Incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report.
- Share the report with the Title IX Coordinator for their review and feedback.
- Incorporate any relevant feedback, and share the final report and a file of any directly related evidence that was not included in the report with all parties and their Advisors at least ten (10) business days prior to a hearing.

Once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing and select an appropriate Decision-maker. The Title IX Coordinator may not serve as a Decision-maker but may serve as an administrative facilitator of the hearing if their previous role in the matter does not create a conflict of interest.

Hearings

No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the parties. The hearing body will consist of a single Decision-maker.

The Title IX Coordinator will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

If any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-maker. No inference may be drawn about responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

The parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the University will appoint one. Each party must have an Advisor present. There are no exceptions.

Any evidence that the Decision-maker determine(s) is relevant and credible may be considered. The Decision-maker does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

At the hearing, the Decision-maker has the authority to hear and make determinations on all allegations of discrimination, harassment, and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within this policy.

Hearing Procedures

The Decision-maker will answer all questions of procedure.

The Decision-maker will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker and the parties and will then be excused.

The Investigator(s) will present a summary of the final investigation report and will be subject to questioning by the Decision-maker and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker may ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Decision-maker will direct that it be disregarded.

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Decision-maker. The parties/witnesses will submit to questioning by the Decision-maker and then by the parties through their Advisors ("cross-examination").

All cross-examination questions are subject to a relevance determination by the Decision-maker. The Advisor will pose the proposed question, allow the Decision-maker to consider it, and the Decision-maker will determine whether the question will be permitted, disallowed, or rephrased. Only questions that are permitted may be answered.

If a party's Advisor refuses to comply with the Recipient's established rules of decorum for the hearing, the University may require the party to use a different Advisor. If a University-provided Advisor refuses to comply with the rules of decorum, the University may provide that party with a different Advisor to conduct cross-examination on behalf of that party.

The Decision-maker will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Decision-maker has final say on all questions and determinations of relevance, subject to any appeal. The Decision-maker will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If a party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-maker may not rely on any prior statement made by that party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-maker must disregard that statement. Evidence provided that is something other than a statement by the party or witness may be considered.

Hearings (but not deliberations) are recorded for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted. The recording of the hearing will not be provided to parties or advisors.

The Decision-maker will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question using the preponderance of the evidence standard.

If the Respondent is found responsible, the Decision-maker will review any pertinent conduct history provided and will determine the appropriate sanction(s) in consultation with other appropriate administrators, as required.

The Decision-maker will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence disregarded, credibility assessments, and any sanctions.

This report must be submitted to the Title IX Coordinator within three (3) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will prepare a Notice of Outcome within five (5) business days of receiving the Decision-maker's deliberation statement, which will be shared with the parties simultaneously.

The Notice of Outcome will identify the specific policy reported to have been violated, including the relevant policy section, and will contain a description of the procedural steps taken by the University from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, methods used to obtain evidence, and hearings held.

The Notice of Outcome will also specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent the University is permitted to share such information under state or federal law; any sanctions issued which the University is permitted to share according to state or federal law; and any remedies provided to the Complainant designed to ensure access to the University's educational or employment program or activity, to the extent the University is permitted to share such information under state or federal law.

The Notice of Outcome will also include information on the relevant procedures and bases for any available appeal.

Sanctions

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information is only considered after a finding or admission of responsibility.

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need to bring an end to the discrimination, harassment, and/or retaliation
- The need to prevent the future recurrence of discrimination, harassment, and/or retaliation
- The need to remedy the effects of the discrimination, harassment, and/or retaliation on the Complainant and the University community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker

Range of Sanctions - Students

The following sanctions may be imposed upon students singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions.
- Suspension: Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met.
- Expulsion: Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Recipient-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript.
- Withholding Diploma: The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities.
- Revocation of Degree: The University reserves the right to revoke a degree previously awarded for violations committed by a student prior to graduation.
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Part-Time Faculty

The following sanctions may be imposed upon part-time faculty singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure or directive will result in more severe sanctions, including the rescission of active faculty status.
- Implementation of a remediation plan as appropriate
- Removal from assigned course(s)
- Restrictions on future teaching assignments
- Loss of teaching privileges altogether
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

Range of Sanctions - Employees (including Full-Time Faculty)

The following sanctions may be imposed upon employees singly or in combination:

- Warning - Verbal or Written
- Performance Improvement/Management Process
- Required Training or Education
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Suspension with pay
- Suspension without pay
- Termination
- Other Actions: In addition to or in place of the above sanctions, the Decision-maker may assign any other sanctions as deemed appropriate.

All Respondents are expected to comply with the assigned sanctions within the timeframe specified by the final Decision-maker. Failure to abide by the sanction(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Appeals

Either party may file a Request for Appeal, but it must be submitted in writing to the Title IX Coordinator within ten (10) days of the delivery of the Notice of Outcome.

A three-member Appeal Panel comprised of a manager, director, and College Dean or Vice President will be designated by the Title IX Coordinator, one of whom will serve as the Appeal Chair. No appeal panelists will have been involved in the process previously.

The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal. This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

Appeals are limited to the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds, the request will be denied by the Chair and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds, then the Appeal Chair will notify the parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker.

The parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s) will be provided a copy of the request with the approved grounds and then be given ten (10) business days to submit a response to the portion of the appeal that was approved and involves them.

The Chair will collect any additional information needed and all documentation regarding the approved grounds. The Appeal Panel will render a decision in no more than three (3) business days, barring exigent circumstances. All decisions are by majority vote and apply the preponderance of the evidence standard.

A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.

Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. The University may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal if the original sanctions included suspension or expulsion.

Appeal Considerations

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- An appeal is not an opportunity for the Appeal Panel to substitute their judgment for that of the original Decision-maker merely because they disagree with the finding and/or sanction(s).
- The Appeal Panel may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed.
- Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-maker for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing).
- In rare cases where a procedural error cannot be cured by the original Decision-maker (as in cases of bias), the appeal may order a new hearing with a new Decision-maker.
- The results of a remand to a Decision-maker cannot be appealed.

In cases in which the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Extended Time and In Progress Extension (IX) Accommodations

The following revisions to this policy will be in effect for courses that start on and after 9/1/2024:

- *Extended time for exams or quizzes will be determined on an individual basis after considering the student's request for accommodations and any supporting documentation*
- *Assignments submitted after the 4th day past the assignment due date will be accepted, with a maximum 10% deduction for lateness. This also applies to assignments submitted during an approved in progress extension (IX).*
- *Students may be eligible for accommodation for discussion posts based on staff review. Students who are approved may receive either two additional days to complete their discussion posts, an alternative assignment to complete depending on course requirements and learning objectives, or other reasonable accommodation based on the University's review of the student's situation. Missed discussion posts and participation may not be made up in subsequent weeks of the class unless approved by the University as part of the student's approved accommodation. Students receiving accommodations for discussion posts are still required to meet attendance requirements in accordance with the University's attendance policy*
- *Collaborative Team Assignments are typically time dependent. Students who need accommodations for Collaborative Team Assignments may receive an alternative assignment determined by the University in lieu of extended time after review by appropriate staff.*
- *A student who needs additional time to complete course work beyond the course end date may request an In Progress Extension (IX). An IX must be requested by 11:59 pm Arizona time on the last day of class.*
- *If a student requires additional time to complete coursework beyond the approved IX, the student may submit a request to the University for an extension that includes a rationale as to why additional time is necessary. Additional time after an IX is for students who experience an unforeseen exacerbation of symptoms or a new issue during the extension period and are unable to complete their work as a result. Examples may include an unexpected hospitalization, an acute illness with disabling symptoms, an accident resulting in injury, or other similar situations. A continuation of symptoms related to the original accommodation request for extended time do not warrant an extension of the IX period. An IX extension can only be approved one time per course for a maximum duration of 14 additional days. IX extension requests are due by 1 pm Arizona time on the IX deadline date. Late requests for an extension will not be accepted without documentation of exigent circumstances that prevented the student from submitting the request on time.*

Extended Time and In Progress Extension (IX) Accommodations

In accordance with Section 504 of the Rehabilitation Act (Section 504) of 1973 and the Americans with Disabilities Act (ADA) of 1990 and as amended in 2008, the University of Phoenix (UOPX) offers qualified students with disabilities reasonable accommodations upon request. These accommodations are determined by the Accessibility and Disability Services Office (ADS) following a consultative, deliberative process between the student and their assigned disability services advisor (DSA).

Students with approved extended time for assignments are provided with reasonable additional time to complete their work, both for timed and untimed assignments. Students are encouraged to submit their work throughout the course to take advantage of formative feedback and assessment from the faculty to improve performance on future course assignments.

- The time allotted will be specified on the student's accommodation agreement, and in the notification that will be sent to faculty at the start of the course or upon approval of a student's accommodation, if accommodations are requested after the course has begun.
- Extended time for timed assignments will amount to either time and a half (1.5x) or double (2x) the time allowed for students to complete the assessment or assignment.
- Students with an approved ADA accommodation for extended time for individual assignments will be allotted four additional days per week to submit their work without penalty, including the final week of the course. The granting of extended time accommodations allows students to submit all work for the course up to 11:59 pm Arizona time on the fourth day after the end of the course.
- Extended time for assignments does not apply to discussion and learning team assignments. These assignments are collaborative in nature and are typically time dependent. Students who have concerns about the impact of their disability on discussion and learning team assignments should discuss these concerns with their DSA.

A student who needs additional time to complete course work may request an In Progress Extension (IX). An IX must be requested by 11:59 pm Arizona time through the fourth day after the course has ended. The student will request the IX from their assigned DSA and will receive five additional weeks to complete the course. The DSA will communicate the new deadline date to both the student and the faculty.

If a student requires additional time beyond the approved IX, the student may submit a request to the Disability Services Manager (DSM) with documentation of the disability-related need for additional time. The DSM will communicate a decision regarding the request to the student and the assigned DSA, who will inform the faculty. Students who disagree with the determination made by the DSM can file a grievance in accordance with the grievance policy.

Accessibility and Disability Services Office Contact Information

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

4035 S. Riverpoint Parkway
Phoenix, AZ 85040

Phone: 602.557.1157
Fax: 602.333.0737

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

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

Acceptable Computer Use for Faculty and Students

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

- Computing and communication resources include all components of the University's computer information systems, including, but not limited to, facilities, hardware, software, network infrastructure, and related devices, including those used for voice and video communication.
- The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and for accessing and obtaining the University's services.

By using University computing and communication resources, all users, including students and faculty, assume personal responsibility for appropriate use, and agree to comply with this policy and all other applicable University policies, including, but not limited to, the Student and Faculty Codes of Conduct, and further agree to comply with all applicable local, state, and federal laws and regulations. Any user using the University's computing and communication resources in violation of these policy requirements, or using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions in accordance with the Student and Faculty Codes of Conduct and other applicable policies and laws. In addition, all activity and information, including personal activity and information on University systems, may be monitored and recorded. Any individual accessing University computing and communication resources consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, members of the University of Phoenix Information Security (or other personnel designated by information security) will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

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

Intellectual Property

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

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

Privacy & Security

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

Monitoring

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

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

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

Restriction of Access to Computing and Communication Resources

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

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

Conditions for Permitting Inspection, Monitoring, or Disclosure

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

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

Confidentiality

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

Responsibility to Inform User of Unauthorized Access or Disclosure

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

Reporting Violations and Enforcement

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

Resolution Services - Conduct Resolutions
4035 S. Riverpoint Parkway
Phoenix, AZ 85040
602-557-5566
Email: ConductResolutions@phoenix.edu

University of Phoenix Information Security
4035 South Riverpoint Parkway
Phoenix, AZ 85040
FAX: (602) 557-6606
e-mail: infosecurity@phoenix.edu

Response to a Reported Violation

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

A person accused of a violation will be notified of the charge and have an opportunity to respond before a determination is made whether a violation occurred and what sanction(s), if any, are warranted. Cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) and/or to appropriate law enforcement authorities.

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

The University may temporarily suspend any account, whether the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources or the University itself. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

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

Violation Examples

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

- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.
- Unauthorized, anonymous communication is prohibited. All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fundraising or advertising on behalf of non-University organizations.
- The unauthorized selling of University computing and communication resources.
- Unauthorized attempts to acquire and use the user ID or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts.

- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems, or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one's level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems, or networks.
- Downloading Copyrighted material on University or personal resources connected to the University networks.

Pregnant and Parenting Students

Any member of the University of Phoenix (UOPX) community may report a violation of this policy to any supervisor, manager, or to the Title IX Coordinator. The Title IX Coordinator is responsible for overseeing complaints of discrimination involving pregnant and parenting students.

The Title IX Coordinator for University of Phoenix is:
Bridget Beville, JD
TIXC@phoenix.edu
602.557.1823

Overview:

Under the U.S. Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom."

According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, participation, team assignments, and presentations), and incomplete grades that can be completed at a later date should all be employed.

Definitions:

Title IX Accommodation: Changes in the academic environment or typical operations that enable pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of the University.

Title IX Extension: An up to five-week period after class ends that students can use to submit late work without penalty.

Pregnancy and Pregnancy-Related Conditions: Include (but are not limited to) pregnancy, childbirth, miscarriage, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from these conditions.

Pregnant Student/Birth Parent: refers to the student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

Supporting Documentation: Documentation from the student's physician or other qualified medical professional that includes the student's name, evidence of the pregnancy or pregnancy-related condition and the dates on which they occurred. Examples include, but are not limited to, hospital discharge paperwork, a signed letter from the doctor, medical appointment paperwork, ultrasound picture, temporary birth certificate.

Reasonable Title IX Accommodations for Students Affected by Pregnancy, Childbirth, or Related Conditions

- Faculty and staff will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
- Students with pregnancy-related conditions are entitled to reasonable Title IX accommodations so that they will not be disadvantaged in their course of study and may seek assistance from the Title IX Office, up to 6 weeks following childbirth or pregnancy related event.
- Reasonable Title IX accommodations include, but are not limited to:
  - Extending deadlines and allowing the student to make up tests or assignments (including participation and team assignments) missed for pregnancy-related absences;
  - Excusing medically necessary absences (which must be granted irrespective of classroom attendance requirements.) Medically necessary absences require supporting documentation.
  - Students immediately receive in-class accommodations upon disclosure of a pregnancy or pregnancy-related condition. Any additional time granted after the course ends must be approved.

Title IX and ADA Accommodations

Occasionally students are entitled to both Title IX accommodations and reasonable accommodations on the basis of disability due to pregnancy complications and a co-existing permanent diagnosis. In these instances, the student will receive the benefit of both policies as appropriate. The Title IX and Disability Services Offices work together to ensure students are accommodated and faculty receive necessary guidance and support.

Faculty Responsibilities Upon Disclosure of a Pregnancy or Pregnancy-Related Conditions

Upon disclosure of a pregnancy or pregnancy-related condition, faculty must refer the student to the Title IX Office and:

- Inform the student they are entitled to in-class accommodations, (Parenting accommodations are handled differently, see the section, "Modified Academic Responsibilities for Parenting Students")
  - It is not necessary to collect any supporting documentation from the student or wait for approval while the course is in progress. Reasonable Title IX accommodations apply upon disclosure and for the entire course.
  - In-class accommodations are retroactive. If the student discloses the last week of class, they can make up late work for the entire class. If late penalties have already been deducted for any assignment, those points must be returned.
  - Students may not re-submit work already completed for a better grade. They may only receive extensions on due dates for assignments that have not been submitted.
- Allow the student to submit late work without penalty for all assignments.
- Allow the student the opportunity to make up participation points and learning team assignments. Alternate assignments with equal point values are acceptable.
- Work with the student directly to develop a modified schedule for submitting work.

Students are allowed to submit outstanding course work up to four (4) days after the course end date. If all outstanding work is received by the four-day deadline, faculty must grade the work and post a final grade for the course.

In-class accommodations are separate from an in-progress extension (IX). Not all students request or are approved for an IX grade.

In-Progress Extension (IX)

If a student needs additional time beyond the four-day extension to submit work, they may request an in-progress extension (IX) under Title IX. In-progress extensions are a specific type of incomplete grade and students and faculty are required to follow this policy in order to process an IX grade under Title IX.

Students must request an In-Progress Extension (IX) and provide supporting documentation to the Title IX Office within four days of the end of the course. IX extensions requested after the four days will not be approved unless special circumstances exist as determined by the Title IX Office.

Students may receive an additional five weeks to complete coursework if an IX grade is approved. If the IX is not approved, the student's current grade stands.

The Title IX Office determines whether supporting documentation is sufficient to approve an IX. Once supporting documentation is reviewed and deemed satisfactory, the Title IX Office will work with classroom operations to process the IX and notify the faculty to post the IX grade with the 5-week extension deadline date. Students are required to complete all work by that date and notify faculty when coursework has been submitted.

Modified Academic Responsibilities for Parenting Students

- Students with child caretaking/parenting responsibilities because of the birth of a child may request a Title IX accommodation period during the first six weeks from the time the child entered the home. A request to extend the accommodation period may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
  - Students whose spouse or partner gives birth may receive accommodations for up to six weeks after the birth of the child. Proof of birth is required for accommodations to be approved.
  - Faculty must refer students to the Title IX Office and wait for approval before granting accommodations.
- During the modification period, the student's academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration among the Title IX Office, Student Services, and course faculty.
- Once accommodations have been approved, students should work directly with course faculty to submit late work and must communicate to faculty when that work has been completed and ready to be graded.
- If for any reason students are not able to work with their course faculty to obtain appropriate modifications, students should notify the Title IX Office as soon as possible so they can help facilitate needed modifications.

Retaliation and Harassment

- University faculty and staff are prohibited from interfering with students' rights to take leave, seek Title IX accommodation, or otherwise exercise their rights under this policy.
- University faculty and staff are prohibited from retaliating against students for exercising their rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because students request leave or modification, file a complaint, or otherwise exercise their rights under this policy.
- Faculty who do not follow this policy and provide reasonable Title IX accommodation once a student discloses pregnancy or a pregnancy-related condition may be in violation of the Faculty Code of Conduct and disciplined accordingly.

Financial Aid Implications

Students receiving an accommodation pursuant to this policy must still maintain Satisfactory Academic Progress (SAP) and are responsible for repayment of financial aid funds received. Students should contact their Finance Advisor with any questions related to financial aid funds.

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STUDENT CODE OF CONDUCT
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A. Purpose

1. Students are accountable for their actions and are expected to conduct themselves ethically, honestly, and with integrity as responsible members of University of Phoenix (UOPX) community. This requires the demonstration of mutual respect and civility in all University-related activities and interactions. The Student Code of Conduct applies to all interactions whether conducted in-person, telephonically, via text, chat, email, social media, or through any other electronic platform, including any University learning management system.

2. These procedures provide a fair and impartial administrative process. Finding a student in violation of University policy and subject to sanctions must be supported by a preponderance of the evidence, meaning it is more likely than not that a violation occurred. When a student is unable to conform their behavior to these expectations as demonstrated by egregious or repeated violations, the student conduct process may determine that the student should no longer share in the privileges of participating in the educational community.

3. Assigned sanctions will take into consideration the context and seriousness of the violation. Sanctions are intended to provide students the opportunity to reflect on their choices, develop ethical decision-making, and bring their behavior into conformance with community expectations. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

B. Jurisdiction

Generally, University jurisdiction is limited to conduct that occurs on University property and at University-related events, occurs on any University electronic platform, or that adversely affects the University community or the pursuit of its objectives. However, this policy may also apply to off-campus conduct and to actions online when the off-campus conduct, or online action affects a substantial University interest. The University has continuing jurisdiction over students who withdraw from the University while conduct proceedings regarding that student are still active or pending.

C. Definitions

Student: Any person currently admitted or registered or who participates in a University function, such as orientation, in anticipation of enrollment, or those individuals who were students at the time of an alleged violation as well as individuals on University premises or using any University system for any purpose related to admission or enrollment. Persons who are not officially enrolled but who have a continuing relationship as a student with the University are considered "students."

Intellectual Property: Property (such as an idea, invention, or process) that derives from the work of the mind or intellect.

Course Materials: Syllabus, discussion questions, worksheets, lectures, or any other written or recorded material produced by the University or faculty.

Preponderance of Evidence: The standard or proof used to determine whether a student is responsible for a violation of the Code of Conduct.

Suspension: Suspension is separation of the student from the University for a specified period, after which the student is eligible to return. During suspension students are not allowed to attend any University class, University facility, or University event. During the period of suspension, there is a hold on the student's University records which may prevent the student from obtaining transcripts, verifications, or a degree from the University.

Expulsion: Expulsion is permanent separation from the University and the termination of the student's status as a UOPX Student, and exclusion from all premises, privileges, and activities without the possibility of readmission.

Rescission of a Conferred Degree: Canceling and revoking a degree previously awarded by the University.

University Community: All individuals who have a relationship with or to the University (or had at the time of the incident), including but not limited to students, employees, faculty, contractors, consultants, suppliers, or other entities engaged by the University to provide services or goods when on University property or while acting in a capacity defined by their relationship to the University.

Artificial Intelligence: A set of technologies that are based primarily on machine learning and deep learning, used for data analytics, predictions and forecasting, object categorization, natural language processing, recommendations and intelligent data retrieval that can create new content such as text, visual images, code, audio, or video (e.g., ChatGPT, DALLE-2, CoPilot, Google Bard, etc.).

D. Prohibited Conduct

1. Academic Misconduct. The University requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University's academic community, students acknowledge and accept responsibility to ensure submission of academic work does not constitute academic misconduct as defined below.

Expectations of Students: It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.

   a. Plagiarism: The intentional or unintentional use of work which is not one's own, in whole or in part, without acknowledging the source and presenting that material as one's own original academic work. This includes, but is not limited to:

   i.Reproduction and submission of work which is not one's own, whether published or unpublished. This includes using materials from third parties that sell or provide academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials. This also includes output generated by artificial intelligence tools.

   ii. Using another's ideas, written words, or intellectual property without properly acknowledging the source:

      1. Quoting a source word-for-word without providing quotation marks and citations.

      2. Submitting work that is substantially identical to another source in content or organization without appropriately citing the source.

3. Using other intellectual property in a work without appropriate citations, permissions, or rights (when applicable). Intellectual property includes but is not limited to images, presentations, videos, software programs, computer code, charts, figures, illustrations, and artistic or musical composition.

b. Cheating: Any attempt by a student to gain an unfair academic advantage by means other than their own knowledge. This includes, but is not limited to:

i. Assisting another student to plagiarize, copy, or observe one's own work. This includes submission of work to third parties that sell or provide free of charge academic papers or assignments, regardless of how the third party describes their mission, purpose, or materials.

ii. Using the textbook, manuals, electronic devices, or other materials in a manner not authorized by faculty or the University.

iii. Allowing another person, whether free of charge or for hire, to complete work on one's behalf, including any classroom post, assignment, quiz, test, exam, or similar evaluation, or doing the same in place of another person.

iv. Providing or requesting assistance from another person in a manner not authorized in writing by faculty.

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

d. Self-plagiarism, Double-Dipping, or Dovetailing: Submitting one's own academic work that is identical or substantially similar to one's own work previously submitted, unless specifically authorized by the course faculty or course curriculum.

e. Sale or Distribution of Course Materials: Delivering, uploading, or distributing copyrighted course materials without the express permission of the copyright holder.

2. Behavioral Misconduct: The University requires that students adhere to the behavioral standards necessary to maintain a positive and productive learning environment. The following examples of prohibited misconduct are not exclusive or all-inclusive but are intended to provide examples of the types of behavior that may result in disciplinary action under the Student Code of Conduct.

a. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings, or other University activities.

b. Unprofessional conduct or verbal abuse of any member of the University community by any means (e.g., conduct, speech, written notes, learning management system [i.e., Blackboard], electronic mail, messaging, text, chat, etc.). This includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments or bullying.

c. Inflicting harm upon or reckless disregard for the health or safety of any person or taking any action for the purpose of inflicting harm upon any person.

d. Engaging in discrimination or harassment as defined by the University's Equal Opportunity, Harassment, and Non-Discrimination Policy.

e. Retaliation, including but not limited to intimidation, threat, coercion, or any other type of discrimination or harassment because of an individual's complaint, report, or participation in a protected activity.

f. Misuse of Access: Providing another person access to password or privacy protected University information, including but not limited to:

i. Sharing or providing logins or passwords allowing another access to student systems and information.

ii. Sharing or providing verification information allowing another to pose as the student

iii. Allowing or having unauthorized possession, duplication, sharing or use of means of access to any University building or property.

g. Failure to comply with reasonable lawful requests or directives of University officials or agents, including security officers, acting in the good faith performance of their duties or interference with faculty or staff acting in the performance of their official duties.

h. Carrying of weapons on University property or at University-sanctioned events, including firearms and any other item designed or used for inflicting bodily harm or physical damage. (This policy is not applicable to students who are law enforcement officers required, by law, to carry firearms at all times).

i. Using, dealing in, or being under the influence of alcohol, illegal drugs, or other substances prohibited by local, state, or federal law (including cannabis) or use or possession of drug paraphernalia while occupying University property, at University-sanctioned events, or when meeting with campus personnel.

j. Use of any tobacco or nicotine product, including electronic cigarettes or vaporizers while occupying University property, at University-sanctioned events, or when meeting with University staff or faculty.

k. Acts of Dishonesty including but not limited to,

i. Providing false or misleading information to any University official, faculty member, or office.

ii. Forgery, alteration, or misuse of any University document, record, or instrument of identification.

iii. Aiding, abetting, or procuring another person to violate a University policy.

l. Identity Theft.

i. Possessing or using another person's name, address, Social Security Number (SSN), bank or credit card account number, or other identifying information without that person's knowledge and consent.

ii. Filing a false claim of identity theft with the University.

m. Theft, unauthorized use or unauthorized possession of University property or services or property belonging to any member of the University community.

n. Failure to use the University's computing and communication resources for approved educational purposes consistent with University policies and procedures.

o. Any action that causes damage or which would tend to cause damage to University property or property of a member of the University community or other personal or public property.

i. Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University property.

p. Improper on Camera Behavior

i. Failure to appear on camera dressed as if present in a physical classroom or office setting.

ii. Failure to maintain an area free from disruption and distractions visible during camera communication.

iii. Failure to behave, whether intentionally or unintentionally, in a professional manner.

q. Making, sharing, or otherwise distributing any audio, video, photographic, or digital recording or image, which was taken without a person's prior knowledge and consent when the person being recorded would have a reasonable expectation of privacy, or where the recording is reasonably likely to cause injury or distress.

r. Violation of published University policies, procedures, or standards.

s. Inciting, aiding, or encouraging others to engage in a behavior which violates this Code.

t. Committing or attempting to commit any act which would be a violation of federal, state, or local laws or regulations when such behavior is detrimental to the University community's interest.

E. Procedure for Processing Alleged Violations of the Student Code of Conduct

1. Investigation: On receipt of information from any source that a student may be in violation of this policy, Conduct Resolutions will evaluate the information to determine an appropriate course of action. Alleged violations will be investigated in a prompt, thorough, and impartial manner. Conduct Resolutions acts as the fact-finder and will explore information relevant to the allegation. Investigations involve obtaining available, relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses and any information provided by the student, faculty, College or staff

a. During an investigation a student may be removed from class, campus-sanctioned events, or other University events.

b. A hold may be placed on the student's records at any point in the disciplinary process pending the resolution of all outstanding matters or to assure compliance with sanctions. This includes but is not limited to placing holds on future scheduling, degree conferral, receiving transcripts, or program updates.

c. In exceptional circumstances, where the continued presence or participation of a student would present a serious threat to any other person or the University, it may be determined that an immediate suspension is warranted. A student who is immediately suspended will be withdrawn from any current course and may not attend any University class or event pending final resolution of the matter.

2. Notification: Following an investigation, if it is more likely than not that a violation has occurred, the student will be notified of one of the following:

a. Warning. A warning is notice to the student that a violation of the University Student Code of Conduct has occurred, and that continued or repeated violations of specified conduct may be cause for further disciplinary action. A warning is not appealable and no response from the student is required.

b. Charge. A charge letter is notice to the student that their alleged actions are in violation of the University's Student Code of Conduct and subject to the disciplinary process. The student is provided the opportunity to respond to the charge(s).

3. Student Response: The student has ten (10) calendar days from the date of the Charge Letter to submit a written response to the University. The Response should include all relevant information and materials the student wishes the University to consider. The Response is also the student's opportunity to provide exculpatory evidence and explain any extenuating circumstances relevant to the issue.

a. If the student does not provide a written Response within ten (10) calendar days, the case will proceed without the student's input.

4. Decision

a. Conduct Resolutions will apply a preponderance of the evidence standard to determine whether a violation occurred and determine what sanction(s), if any, are warranted.

b. The decision and sanction(s) will be communicated in writing to the student.

c. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased because of the alleged crime or offense, UOPX will provide the results of the disciplinary hearing to the victim's next of kin, if so requested. Compliance of this disclosure does not constitute a violation of the Family Educational Rights and Privacy Act (FERPA).

5. Sanctions: If a violation is found, sanctions will be appropriate to the violation, taking into consideration the context and seriousness of the violation. Sanctions may include, but are not limited to, an assigned workshop or tutorial, a failing course grade, suspension, expulsion, or rescission of a conferred degree.

a. Students who are suspended or expelled from the University remain responsible for all tuition, fees, and charges associated with their attendance. Students sanctioned with expulsion have the right to appeal.

6. Appeals: Students have the right to appeal a decision provided they do so timely and meet the grounds for appeal.

a. Appeals must be requested in writing within ten (10) calendar days from the date of the decision letter. Appeals will only be accepted for review on one or more of the following grounds:

i. The student can provide new evidence, which was unavailable at the time of the initial response, that could substantially impact the original finding.

ii. University procedures were not followed.

iii. The student was sanctioned with expulsion.

If the student does not meet the above grounds for appeal, the appeal will be denied and the original decision is final.

A student's failure to timely respond does not constitute "new evidence" if filed at a later date.

b. If a student meets one or more of the grounds for appeal, a Student Discipline Review Committee (SDRC) will be convened to hear the appeal. The SDRC is facilitated by an impartial administrator and is comprised of three (3) University representatives who will make a determination whether the original decision will be upheld, amended or reversed. The SDRC's decision will be communicated directly to the student.

c. The SDRC's decision on the matter is final and no further appeals will be allowed.

SUPPLEMENTAL & PROFESSIONAL STANDARDS FOR CANDIDATES IN SELECT PROGRAMS

Candidates in programs leading to certification or licensure are subject to greater scrutiny because of their anticipated entry into a licensed profession. Additionally, candidates who will be interacting with members of the community, i.e. students, patients, families, clients, participate in external activities as part of their academic program and are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where these activities occur.

In addition to being subject to the Student Code of Conduct, candidates are also expected to follow the Supplemental and Professional Standards for their respective program ("Standards"), as both address a candidate's affective attributes and disposition to be in the selected chosen profession. Adherence to these standards includes off-site activities and locations when the candidate's behavior affects the reputation of the University and/or the integrity of the program.

A candidate's ability to satisfactorily meet the Standards is a matter of ongoing academic judgment made by the respective College. Additionally, University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure candidates refrain from unsafe or unprofessional practices.

Definitions

Academic Judgment: The College's assessment of whether the candidate's behavior demonstrates the attributes and disposition to be in the selected chosen profession.

Candidate: Any student who enrolls in a licensure or certification program or a program that has anticipated interactions with members of the community.

Off-Site Activities: Field Placement, Clinical, Rotation, Practicum, Internship, Preceptorship, or any other activity that is required as part of the candidate's program at a location other than the classroom.

Referral: Notice to the College that a candidate may be in violation of one or more of these standards.

Remediation Plan: The method the College uses to remediate the candidate to return to the program, if possible.

A. Supplemental Standards

1. The candidate is sensitive to community and cultural norms that pertain to the University classroom and off-site activities and locations.

2. The candidate contributes to a positive climate in the University classroom and all off-site activities and locations.

3. The candidate adheres to College, clinical, and agency site policies and procedures.

4. The candidate participates in off-site activities consistent with their respective professional practice, including satisfactory performance of all required skills specified.

5. The candidate meets all state-mandated requirements for certification and/or licensure.

6. The candidate only engages in practice for which they have been authorized or for which they have been educated/validated.

7. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in themself and those with whom they interact.

9. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.

10. The candidate is committed to reflection and assessment and is open to receiving feedback.

11. The candidate is willing to give and receive help.

12. The candidate is a thoughtful and responsive listener.

13. The candidate maintains a pattern of meeting requirements in courses and external placements.

14. The candidate demonstrates a commitment to keeping abreast of new technology, ideas, and understanding in their chosen field.

15. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional in their field.

16. The candidate is responsible for personal transportation to and from off-site activities.

17. The candidate maintains professionalism and confidentiality in all settings, including virtual settings.

18. The candidate is committed to establishing a safe and supportive environment.

B. Professional Standards

College of Nursing Programs

The College of Nursing standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. The College adheres to the broader nursing community's ethical standards and candidates are required to adhere to the following:

1. American Nurses Association (ANA) Code of Ethics for Nurses

The College of Nursing adheres to the ANA Code of Ethics for Nurses. Students are expected to read, understand, and perform in compliance with this Code. Candidates can locate the ANA code of Ethics at: https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/

2. Nurse Practice Act (by state)

Because nursing care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate nursing. Students are required to read, understand, and perform in compliance with their state's Nurse Practice Act. Candidates can locate this information at https://www.ncsbn.org/npa.htm

3. ANA Principles for Social Networking and the Nurse

ANA's Principles for Social Networking and the Nurse: Guidance for the Registered Nurse provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. A copy of the ANA Principles for Social Networking and the Nurse can be found at:

https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/ana-principles/

4. Candidates in the College of Nursing will assume responsibility for their own health as well as their own professional behavior.

College of Social and Behavioral Sciences, Counseling, and Human Services Programs

Counseling and School Counseling

1. Candidates in counseling programs are required to follow guidelines outlined in the American School Counselor Association (ASCA) Ethical Standards for School Counselors and the American Counselors Association (ACA) Code of Ethics.

Counseling:
https://www.counseling.org/Resources/aca-code-of-ethics.pdf

Marriage, Family and Child Therapy:
https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

School Counseling:
https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf

Human Services

1. Candidates in the Human Services program are required to follow guidelines outlined in the National Organization for Human Services (NOHS) Code of Ethics at:
https://www.nationalhumanservices.org/ethical-standards-for-hs-professionals

Social Work

Candidates in the Social Work program are required to adhere to the broader social work community's ethical standards and to the following:

1. **National Association of Social Workers (NASW) Code of Ethics**

The Social Work Program adheres to the NASW Code of Ethics. Candidates are expected to read, understand, and perform in compliance with this code. Candidates can locate the NASW Code of Ethics at:
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

2. **Professional Social Workers**

Social work care poses a risk to of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate social work. Students are required to read, understand, and perform in compliance with their state's social work statutes. Candidates can locate their state's statutes at:
https://www.aswb.org/licenses/

3. **National Association of Social Workers, Association of Social Work Boards, Council on Social Work Education, and Clinical Social Work Association Standards for Technology**

The standards provided by NASW, ASWB, CSWE, & CSWA describe a uniform set of technology standards for professional social workers to use as a guide in their practice. A copy of these standards can be found at:
https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

Candidates are required to participate in and complete work consistent with professional social work practice, including satisfactory performance in the nine competencies identified by CSWE. These competencies can be found at:

https://www.cswe.org/getmedia/23a35a39-78c7-453f-b805-b67f1dca2ee5/2015-epas-and-glossary.pdf

OR

https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf

College of Education Programs

Educator Licensure

Candidates in a program leading to certification or licensure interact with students, parents, and the school community and participate in field placements and student teaching practicums as part of their academic program and are required to adhere to the following:
1. The candidate is committed to reflection, assessment, and learning as an ongoing process.
2. The candidate believes that all students can learn and succeed and is adaptable to differentiated instruction.
3. The candidate maintains positive collaborative interpersonal interactions with faculty, students, and the school community.

Administration and Supervision

Candidates in a program leading to certification or licensure as school administrators interact with students, parents, and the school community and participate in internships as part of their academic program and are required to adhere to the following:
1. The candidate is committed to assessment and learning as an ongoing process.
2. The candidate believes that all students can learn and is adaptable to differentiated instruction.
3. The candidate is committed to high-quality standards, expectations, and performances from self, staff, students, and others.
4. The candidate believes in involving stakeholders in order to work toward common goals.
5. The candidate values and is committed to timely communication to inform the community and public.
6. The candidate believes that diversity benefits the school and is committed to working effectively with people from all backgrounds.
7. The candidate believes in and is committed to continual school innovation and improvement.
8. The candidate is committed to motivating others to enhance professional development, organizational growth, and student achievement.

College of Health Professions

Public Health

Candidates in the public health program are required to adhere to the broader public health community's ethical standards and to the following:

1. The American Public Health Association Public Health Code of Ethics

The College of Health Professions expects that students read, understand, and incorporate these Principles into course assignments and in the conduct of their practicum. Students may locate the Public Health Code of Ethics at:
https://www.apha.org/-/media/files/pdf/membergroups/ethics/code_of_ethics.ashx

Policy on Nursing Ethics and Professional Competence

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

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

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

Expectations for conduct and the standards are discussed in the beginning classes for College of Nursing programs. Content supporting this information is provided to students in their program handbooks.

Policy on Counseling Ethics Standards

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

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

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

SUPPLEMENTAL AND PROFESSIONAL STANDARDS REFERRAL PROCESS & PROCEDURE

Upon notice that a candidate may not be meeting one or more of the Standards, the College will review the information, the candidate's history, and any additional information that will assist in appropriately addressing the issue(s) presented. If the respective College determines that a candidate may not be meeting one or more of the Standards, they may file a Referral.

Referrals provide the College the opportunity to review the candidate's behavior and determine whether counseling, remediation, or withdrawal from the program is appropriate. The process is designed to be remedial in nature, as the goal is for candidates to understand what is expected of them to be successful in their profession.

If at any time during the process the candidate fails to meaningfully participate, the College may recommend the student be withdrawn from the program. Program withdrawals must be approved by the College Dean.

Candidates are not permitted to have representation by an attorney or any other third party at any time during the process.

This process is separate from the Student Code of Conduct disciplinary process, but they may run concurrently. Candidates charged with violating the Student Code of Conduct are subject to the policies, procedures, and sanctions under that policy in addition to these standards.

A Student Code of Conduct charge may be the basis for a Referral if the underlying incident indicates these Standards have not been met. Similarly, a Referral may be the basis for a Student Code of Conduct charge.

Candidates are not subject to expulsion for a Standards violation, only for a violation of the Student Code of Conduct if found responsible.

Notice of Referral

1. Once the College determines a Referral should proceed, the candidate will be provided a Letter of Referral identifying the applicable Standards and the student's deficiencies in meeting them.
2. Candidates have ten (10) calendar days from the date of receipt to provide a written response to the College. Candidates are required to respond to the Letter of Referral.
   a. Failure to respond may result in the candidate being indefinitely suspended at the conclusion of the current course or immediately if not currently enrolled.
3. The candidate is required to meet with the College for the purpose of discussing the Referral and, if necessary, developing a Remediation Plan to correct identified deficiencies.
4. If a candidate fails to meet with the College within thirty (30) calendar days of the date of receipt of the Letter of Referral, the candidate will be suspended at the conclusion of the current course or immediately if the candidate is not currently enrolled. The candidate will remain suspended indefinitely until the Referral is resolved.

Remediation Plan

In the event a candidate is placed on a Remediation Plan, they will be provided with a written copy. The Remediation Plan includes what is required of the candidate and the allotted timeframe for completion. The College has final authority over the terms of the Remediation Plan.

1. The candidate is expected to maintain regular contact with the College regarding their progress, including any barriers to completion.
2. The candidate must complete the Remediation Plan requirements in the time prescribed and submit documentation of completion to the College for review.
3. After review of the documentation by the College, the candidate will be notified in writing whether the Remediation Plan was successfully completed.
4. If a candidate does not successfully complete the Remediation Plan, the candidate will be suspended at the conclusion of their current course or immediately if not currently enrolled. Non-completion may also result in an additional Referral.
   a. A student suspended for failure to complete the Remediation Plan will be reinstated upon successful completion of the Remediation Plan.

Retention Committee

For candidates with more than one Referral or who engage in serious misconduct, the College may refer students to a Retention Committee. Any candidate with a history of more than two Referrals may be automatically referred to a Retention Committee.
1. Candidates will be notified in writing of the convening of a Retention Committee and potential outcomes.
2. Candidates have ten (10) calendar days from the date of notice to provide a written response.
   a. Failure to respond may result in the candidate being suspended at the conclusion of the current course or immediately if not currently enrolled. A candidate suspended solely for failure to respond will remain suspended until the candidate's response is received and the student has met with the Retention Committee.
   b. The candidate will be notified in writing of the decision of the Retention Committee, including any right of appeal.
3. Failure by the candidate to meet with the Retention Committee within thirty (30) calendar days following receipt of the notification will result in the candidate being suspended indefinitely at the conclusion of the current course or immediately if not currently enrolled. A candidate suspended solely for failure to meet with the Retention Committee will be reinstated upon meeting with the Retention Committee.
4. The Retention Committee is comprised of one member of College leadership and two (2) faculty members within the candidate's College.
5. The candidate has the opportunity to address the Retention Committee and is expected to provide insight regarding the Referral. The Retention Committee and the candidate will address the issues that appear to be hindering the candidate's academic progress and possible solutions. The Retention Committee will determine whether a Remediation Plan or withdrawal from the program is necessary.
6. After meeting with the candidate, the Retention Committee will deliberate and make one of the following decisions:
   a. Take no action;
   b. Institute a Remediation Plan; or
   c. Withdraw the candidate from the program.

Decision

The candidate will be notified in writing within seven business days of the Retention Committee's decision and information on the appeal process if applicable. Any decision by the Retention Committee is part of the candidate's record and may be taken into consideration should the candidate receive any future referral.

1. **Take No Action**
   a. No further action steps are necessary by the candidate.
   b. A decision to take no action is final and cannot be appealed.

2. **Institute a Remediation Plan**
   a. A Remediation Plan will be instituted according to the above-titled section.
   b. A decision to institute a Remediation Plan is final and cannot be appealed.

3. **Withdraw the Candidate from the Program**
   a. Upon a decision that the candidate be withdrawn from the program, the candidate will be scholastically suspended.
   b. A summary report, generally containing findings and recommendations, will be forwarded to the College Dean, who has the ultimate authority to accept, reject, or modify the recommendation of the Retention Committee and render a final decision.
   c. The candidate has the right to appeal a final program withdrawal to the Central Administration Appeals Committee (CAAC).
      i. The candidate must file a written statement within ten (10) calendar days of receipt of the decision. The notification will provide the student with information on submitting such appeal.
      ii. If no appeal is filed within ten (10) calendar days of receipt of the decision, the program withdrawal is final and the student will remain scholastically suspended.
   d. Central Administration Appeals Committee
      i. The CAAC is comprised of three senior University representatives, at least one of which is from the appropriate College.
      ii. The CAAC reviews information provided by the College, including any information considered by the Retention Committee and the candidate's written appeal.
      iii. The CAAC will make one of the following decisions:
         a. Uphold the program withdrawal.
         b. Reverse the withdrawal and reinstate the candidate back into the program and remediate, if applicable.
      iv. The student will be notified in writing of the CAAC's decision.
      v. The decision of the CAAC is final.

STUDENT COMPLAINTS

The University of Phoenix (UOPX) has established specific processes for students to submit complaints related to a violation or misapplication of a current policy, procedure, or established practice. Except as otherwise provided, students should first attempt to resolve their concerns with the department representative(s) involved or a supervisor as set forth in Step One below. If the issue cannot be resolved through informal means, the student may file a complaint in writing with Resolution Services for an impartial evaluation.

Complaints related to academic policies, including but not limited to, Grades, Grade Disputes and Corrections, Academically-Related Appeals, Student Code of Conduct, and Supplemental or Professional Standards, must first adhere to those respective procedures before filing a complaint with Resolution Services.

Issues related to student financial aid eligibility are addressed as described in the Consumer Information Guide (CIG.) The evaluation by Resolution Services includes a determination of whether CIG policies were followed.

Complaints related to financial aid processing and account balances should be first directed to Student Financial Services before being submitted to Resolution Services. Students may request an independent review of their financial aid file in the event their issue remains unresolved.

Student complaints not related to policy can be submitted in writing to Resolution Services, who will determine the appropriate course of action.

Complaints alleging harassment or discrimination will be evaluated under the University's Equal Opportunity, Harassment and Nondiscrimination Policy.

This policy is intended to create a framework by which a student and the University can resolve complaints timely and equitably. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

Resolution Services maintains records of all complaints.

Step One: Internal Resolution

Students should first attempt to resolve their issue(s) by contacting the following individuals/departments, and using the process set forth in the corresponding section(s) of the Academic Catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such complaints should be reported. Students should carefully consult the Academic Catalog to gain a more complete understanding of the processes associated with each.

- Allegations of discrimination, harassment, or retaliation: Title IX Coordinator, Resolution Services. See Equal Opportunity Harassment and Nondiscrimination Policy for applicable definitions and procedures.
- Student Code of Conduct Violations: Manager, Resolution Services. See Student Code of Conduct for applicable definitions and procedures.
- General Student Complaints: Sr. Director of Student Resolutions, Resolution Services.
- Complaints relating to financial aid, account balances, or collections: Student Financial Services. See Consumer Information Guide for applicable policies and procedures.
- Academic Policy and Grade Disputes: College Dean or designee. See exceptions to Academic Policy - Student Appeals Center and Grade Disputes and Corrections policy, respectively.

Step Two: Mediation

If a student's issue(s) are of a legal nature and cannot be resolved as a result of Step One, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes.

The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association (AAA) for the purpose of having a neutral mediator appointed in accordance with AAA's mediation rules.

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

Step Three: Binding Arbitration

If a student's issue(s) are of a legal nature and cannot be resolved as a result of Steps One and Two, all parties are encouraged to participate in binding arbitration as an alternative to resolving the dispute in a court of law. Arbitration is not mandatory but is strongly encouraged as an effective way to resolve disputes.

If the parties mutually agree to binding arbitration as the method to resolve their dispute, the following shall apply:

- The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association ("AAA"). Except as provided in this Agreement, the arbitration shall be held in accordance with the then current Consumer Arbitration Rules of the AAA ("AAA Rules"). The AAA Rules are available by navigating to the "Rules and Procedures" section of www.adr.org, or by requesting a hard copy from the University Legal Services, currently at 4035 S. Riverpoint Parkway, Phoenix, Arizona 85040.

- In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Agreement. The arbitrator shall apply the substantive law of the state in which the claim arose, or federal law, or both, as applicable to the claims asserted. The arbitrator is without authority to apply any different substantive law.
- Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University (if the student is financially unable to pay a filing fee, the student will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the arbitrator in accordance with applicable law. In the event the law (including the common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs, then such law will be followed.
- The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.
- The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties.

A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

Student Address Changes

Students are **required** to immediately notify the University any time they change their current address, including moving out of state as this can impact program eligibility. Students can provide this notification by updating their current address in the Contact Information section of their profile on the student website (http://my.phoenix.edu).

If you are a student enrolled in any of the following programs that prepare for licensure or certification, you will also need to contact your University Advisor if your current address changes to another state or jurisdiction:

Bachelor of Science in Education/Elementary Education (BSED/E)
Bachelor of Science in Education/Early Childhood Education (BSED/ECH)
Bachelor of Science in Liberal Studies (BSLS)
Master of Arts in Education/Elementary Teacher Education (MAED/TED-E)
Master of Arts in Education/Secondary Teacher Education (MAED/TED-S)
Master of Arts in Education/Special Education (MAED/SPE)
Master of Arts in Education/Administration and Supervision (MAED/ADM)
Alternative Pathway/Elementary Education (CERT/AP-E)
Alternative Pathway/Secondary Education (CERT/AP-S)
Alternative Pathway/Special Education (CERT/AP-SE)
Graduate Initial Teacher Certificate/Elementary (CERT/G-ELM)
Graduate Initial Teacher Certificate/Secondary (CERT/G-SEC)
Graduate Initial Teacher Certificate/Special Education (CERT/G-SPE)
Bachelor of Science in Nursing/LPN/LVN to BSN (P/VN/BSN)
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)
Master of Science in Nursing/Family Nurse Practitioner (California) (MSN/ FNP-CA)
Master of Science in Nursing Concentration in Nurse Administration (MSN/ADM)
Master of Science in Nursing Concentration in Nurse Education (MSN/NED)
Master of Science in Nursing Concentration in Informatics (MSN/INF)
Doctor of Nursing Practice (DNP)
Post Master's Certificate in Nurse Administration (CERT/NAD)
Post Master's Certificate in Nurse Education (CERT/NED)
Post Master's Certificate/Family Nurse Practitioner (FNP)
Bachelor of Science in Nursing (BSN)
Bachelor of Science in Nursing (Competency Based) (BSN-CB)
Bachelor of Science in Social Work (BSSW)
Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH)
Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT)
Master of Science in Counseling School Counseling (MSC/SC)

ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment-Ensuring Consistent Quality

Ensuring Consistent Quality

Over the last four decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University's effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students' educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment

Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University's focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development

The University of Phoenix curriculum and its design are grounded in philosophical and theoretical frameworks that guide best practice in andragogy. Academic leadership of programs capture in-demand skills through collaboration with faculty, programmatic industry councils, and accreditation requirements. Resulting from this work, curriculum is mapped to student learning outcomes and skills, learning activities and assessments are designed, and continuous improvement processes are implemented.

Assessment of Student Learning

At the University of Phoenix, the assessment of student learning generates information and insights for faculty, academic leadership at the program and College level, and broader University stakeholders regarding the efficacy of curriculum and educational practices in enabling students to achieve expectations at the course, program, and institutional levels. Academic and Institutional assessment at the University of Phoenix answers the question: How well are students meeting the general education, programmatic, co-curricular, and institutional learning outcomes underscored by the University's mission? Findings inform identification of successes and opportunities for curricular and pedagogical improvement, for policy consideration, resource allocation, and accountability. The University frames its assessment processes and reporting with the Plan, Do, Check, Act model for continuous improvement.

By utilizing this model to guide assessment processes, academic programming is designed with measurable academic and career-focused outcomes and learning is scaffolded, ensuring so students have sufficient opportunities to demonstrate skills.

Through this model, evidence is systematically gathered through data analytics and qualitative feedback; analyze and interpret assessment learning results using insights from faculty; and use assessment findings to improve student learning. Academic and institutional assessment provides the means for monitoring the educational, co-curricular, and institutional experience of our students by gathering evidence of student learning. The University's academic and institutional assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, evaluations, and exams, and indirect measures (e.g., internal surveys, external benchmark surveys) that gather information from students, alumni, and employers regarding their impression of the quality/extent of the education UOPX students receive. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students' Educational Experiences and Administrative and Educational Support Units

Another major component of ensuring academic quality improvement is the assessment of students' educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review

Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University's assessment process. Schedules for data collection across academic programs are managed according to the University Program Lifecycle. Completed reports are hosted on the UPL site for accreditation and regulatory purposes.

Student End-of-Course Survey (SEOCS)

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey (FEOCS)

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, and administrative support for faculty. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

Academic Alumni Questionnaire

Graduates are invited to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their student experience at the University of Phoenix, the major personal and professional goals they achieved, the quality of their academic experience according to the stated learning outcomes, the effectiveness of the University's teaching/learning model in helping them achieve their career goals. Data gleaned from the Questionnaire is used in program evaluation.

Persistence, Retention, and Graduation Studies

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

Classroom Performance Review

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member annually. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member's facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.

UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumni, you are automatically a part of the Alumni Association.

To gain access to your lifetime benefits, visit the alumni website at phoenix.edu/alumni. Connect with other alumni for professional networking, and start exploring the benefits available to you:

Career Resources

Graduates receive lifetime access to our full suite of alumni career resources, including career support through PhoenixLink™ Network and our Career Services for Life™ commitment. Phoenix-Link™ Network is an exclusive network for students and alumni to schedule career coaching appointments, access resumé tools, and view career planning and development resources. For more information, visit phoenix.edu/alumni/career-resources.

Alumni Services

- **PhoenixLink™ Network** – Join our exclusive career network, where you can connect with like-minded individuals in your professional field or based on your interests. Reach out to your peers one-on-one to get help from other alumni or be a mentor to others. You may also schedule one-on-one career coaching appointments. Plus, you can submit your business to be featured on the Business Directory. Find out more at phoenix.edu/alumni/join-network/phoenixlink.
- **Benefits & Discounts** – Access exclusive benefits and discounts at over 900 merchants tailored to you, based on your interests. You can even promote your business to 130,000+ active members.Visit uopxdiscounts.perkspot.com to start saving on your favorite brands today. For more alumni benefits, including special offers on tuition pricing and professional development courses, visit phoenix.edu/alumni/benefits-discounts.
- **Career Coaching** – Get guidance for your career goals by meeting with one of our University Career Coaches; up to a $200 an hour value complimentary to you, for life. You'll get a personalized action plan, covering topics from career clarity and resumé review to job search prep and mock interviewing. Schedule an appointment at phoenix.edu/alumni/career-resources.
- **Alumni Chapters** – There are currently 50 Alumni Chapters throughout the country with over 24,500 members. Join a local chapter to network with professionals who share your determination, attend quarterly social events, and impact your community through volunteer work. Plus, build management skills, with the option to join your Chapter Leadership Council. To find a chapter closest to you, visit https://www.phoenix.edu/alumni/joinnetwork/chapters.
- **Alumni Chronicles** – University of Phoenix alumni come from all walks of life to achieve great things, from students who overcome adversity to get to the classroom to graduates who are gamechangers in their industry. Read your fellow alumni's stories at phoenix.edu/alumni-chronicles. Want to stay informed and connected to our global network of Phoenixes? Check out our official University of Phoenix alumni magazine, Alumni Chronicles Magazine, at phoenix.edu/blog/alumni-chronicles/magazine.html.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through LinkedIn®, Facebook®, Twitter®, and Instagram® online communities.
- **Homecoming** - Homecoming festivities are held across the country every year by select alumni chapters. Come together with your local chapter to celebrate your accomplishments, connect with other graduates and enjoy a free event. Visit https://www.phoenix.edu/alumni/alumni-homecoming.html for upcoming events near you.

Financial Services

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit phoenix.igrad.com/landing/uopx-alumni-landing.

Academic Resources

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University's Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the student portal.
- **Transcripts** - Need a copy of your transcript? Visit phoenix.edu/students/transcripts to order one.

Additional Information

Visit us on the Web at phoenix.edu/alumni
E-mail address: alumni@phoenix.edu
linkedin.com/school/university-of-phoenix
facebook.com/uopxalumni
instagram.com/uopxalumni
twitter.com/uopxalumni

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UNIVERSITY POLICIES

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Registration

Applicants to the University must enter the most current program of study available in their state or jurisdiction and modality. Students must sign an Enrollment Agreement for the program of study which they intend to pursue. The student's Enrollment Agreement defines the student's curriculum and program requirements. The executed Enrollment Agreement will be effective for one year from the date signed. A signed Enrollment Agreement must be on file before students are allowed to start class.

A Social Security number (SSN) is required to be recorded on a student's education record if the student has or will receive US Federal Title IV funding, US Federal Veterans Affairs funding, or US educational tax credit/T-1098. Students who have not or will not be receiving these types of funding will need to complete the Social Security Number Override Verification form if the student prefers to have the SSN omitted from their education record. Should the University be made aware that US Federal Title IV funding, US Federal Veterans Affairs funding, or US educational tax credit/T-1098 has or will be disbursed to a student, the student's SSN will be added to their education record by the Registrar's Office. If this occurs, the student will be notified by the Registrar's Office that the SSN Override has been administratively rescinded.

Student Identification

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

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

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

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

Official Evaluation

The Office of Admissions and Evaluation (or designees) reviews applicants' required admission documents to render an official evaluation decision.

A signed Enrollment Agreement must be on file prior to completing the official evaluation, and must be signed within 90 days of the Admission Application or Program Change Addendum.

Upon completion of the evaluation, the student will be placed in the 'OF' Evaluation Status and will receive official communication of the decision.

Admission Statuses

University of Phoenix (UOPX) recognizes the following admission statuses for degree and credit-bearing certificate seeking students:

Applicant: (RR)

Applicants qualify for Applicant (RR) status after account creation while completing the application for admission. Students in RR admission status are being evaluated for admission to the University. Students on RR admission status may attend up to four UOPX courses upon signing the Enrollment Agreement and payment of the application fee (if applicable).

Admitted with Condition: (AC)

Admitted with Condition (AC) status is applicable for a University sponsored risk-free period for designated programs. Applicants will be eligible for this status if they meet the following criteria:

- Indicate less than 24 previous college credits, that meet the University's standards for transferability, on their admission application
- Have not previously attended a credit-bearing course with the University.

Students will be placed in AC status after all admission documents have been received, the admission file has been reviewed, and the minimum admission requirements for the chosen program have been met. As a condition of admission, students on AC status must meet class attendance requirements in the fourth week of their first course (or after) and have all transfer credits evaluated prior to being unconditionally admitted.

En-route Credential: (EC)

Students who are pursuing an en-route credential on the way to earning a higher-level degree program will be placed in En-route Credential (EC) admission status for the lower-level program being earned en-route. A student's admissibility as a regular student will be enforced and maintained under the degree program associated with the student's Enrollment Agreement.

Admitted: (AM)

Applicants will be granted unconditional admission and placed in Admitted (AM) status after all admission documents have been received, the admission file has been reviewed, and all admission requirements and conditions for the chosen program have been met.

Deferred: (DF)

Applicants will be placed in Deferred (DF) admission status if documents or information required for admission (AM) are missing from the file. Applicants will remain on DF status until the required documentation or information is received. Applicants in DF status cannot attend class and will be administratively withdrawn from the University until the status is resolved.

Provisional: (PV)

Students in designated master's degree programs who meet all admission requirements except the minimum GPA requirement for their program may be admitted in Provisional (PV) status. Students admitted in PV status must achieve a GPA of 3.0 in their UOPX coursework by the end of the fourth completed program applicable course. Students with a GPA below 3.0 at the end of the fourth completed program-applicable course will be disqualified for admission (DA) and will remain in PV admission status. Concurrent enrollment is prohibited in this status.

Effective for Enrollment Agreements or Re-Entry Acknowledgements signed 7/1/2020 or later: Students admitted in PV status will not be placed on Academic Probation (AP) status within the first four program-applicable courses completed at the University. If students do not achieve a GPA of 3.0 by the end of their fourth course, when they return from Disqualified for Admission (DA) status they will also be placed on AP status.

The following criteria will apply to courses completed as part of the PV requirement:

- Non-credit-bearing coursework will not be counted.
- Students may repeat courses. Repeated courses, designated with a repeat (R) code on the transcript will count toward the four-course PV requirement. The grade for the repeated course will not be included in the GPA calculation.

Applicant International Credentials: (RI)

Applicants will be placed in Applicant International Credentials (RI) status if the applicant is applying to UOPX using copies of international credentials. Applicants will not be granted unconditional admission using copies of international credentials until verification or an original international academic record is received. Students in RI admission status may attend up to four UOPX courses.

Non-Degree: (ND)

Applicants interested in taking coursework at the University, but not interested in pursuing a degree or credit-bearing certificate, may register as non-degree students and be placed in Non-Degree (ND) status.

Denied for Cause: (DC)

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

Denied: (DN)

Applicants will be placed in Denied Admission (DN) status and will be administratively withdrawn from the University if the minimum requirements for admission to a program are not met.

Admission Deadline Exceeded: (DE)

Students who are unable to attain AM status by the deadlines defined in the University's Admission Deadlines policy will be placed in Admission Deadline Exceeded (DE) status and administratively withdrawn from the University.

Re-entry Required (RE)

Students who were previously placed in one of the following admission statuses for a program, but who have not posted positive attendance in a course for the time designated by the Academic Program Re-entry policy, will be placed in Re-entry Required (RE) admission status: AC, AM, PV, IV, or OP. Students placed in RE status may return to their academic program if they meet the criteria outlined in the Academic Program Re-entry policy and their specific program policy.

Admission Deadlines

Students in all programs except Competency-Based programs and Direct Assessment programs must be officially admitted by the completion of their fourth University of Phoenix (UOPX) course. UOPX cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students who are unable to be admitted by the completion of their fourth UOPX course will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

Students in Competency-Based programs must be officially admitted by the completion of their first 16-week block of concurrently-enrolled courses, and students in Direct Assessment programs must be officially admitted by the end of the first 12-week term in which they meet the term enrollment requirement. UOPX cannot guarantee that students who begin coursework will be admitted to their degree program. Students in Competency-Based programs or Direct Assessment programs who are unable to be admitted by these deadlines will be administratively withdrawn from the University and placed in Admission Deadline Exceeded (DE) admission status.

General International Admissions Information

Graduate applicants relying on educational credentials from an institution outside of the United States (US) to meet admission requirements may enroll in University of Phoenix (UOPX) courses prior to official admission only if they meet all the following requirements:

- If residing in the US, have an appropriate immigrant or nonimmigrant status that does not prohibit educational studies;
- Graduate applicants must have a pre-evaluation completed by the Office of Admissions and Evaluation indicating that the applicant has the appropriate academic background to meet admission requirements;
- Must satisfy all other program-specific admission requirements.

Applicants who have earned an undergraduate degree, or other transfer credit, from an institution outside of the US, but who have earned a master's degree from a college or university with approved institutional accreditation are eligible to enroll with the University at the graduate level. All program-specific admission requirements must have been satisfied by the master's degree.

Undergraduate applicants relying on educational credentials from an institution outside of the US may enroll in UOPX courses upon the completion of their Admission Application and Enrollment Agreement if they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the US, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation. These are used to determine comparability of previous academic studies for unofficial placement and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the US must meet the University's verification standards prior to rendering an official admission or transfer credit decision. Verification of previous academic credentials earned outside of the US can be satisfied by one the following methods:

- Receipt and verification of official academic credentials issued directly to UOPX by the applicant's previous institution;
- Receipt and verification of official academic credentials held in possession of the applicant as the official record of academic studies conducted in the applicant's specific country;
- Receipt and verification of official correspondence issued directly to UOPX by the applicant's previous institution indicating that copies of academic credentials or level study are valid;
- Receipt of an official professional evaluation issued directly from a professional evaluation agency that is approved to satisfy verification requirements as indicated by the Office of Admissions and Evaluation.

For applicants with academic records from colleges or universities earned outside of the US with approved institutional accreditation, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the US are considered comparable to US secondary completion credentials and do not need to be validated unless required by the applicant's state or jurisdiction.

Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet the English language proficiency requirement for admission. Specific English language proficiency policies are included with each program's admission requirements.

If documents are issued to UOPX in a language other than English, the applicant will be required to obtain an official translation and submit it to UOPX. Translations must be completed and verified by an official translation service, a foreign language department of an accredited college or university, the country's embassy/consulate, or by the Office of Admissions and Evaluation at UOPX if translation services are provided for that specific language.

Admission of international applicants will only be made as permitted by US law. UOPX will not admit a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person or other similar classification, as defined by US Law. For purposes of this policy an international applicant is defined as a non-US citizen or an applicant with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

UOPX does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

All academic credentials sent to UOPX will become the possession of UOPX and will not be returned to applicants unless prior approval was granted by the Office of Admissions and Evaluation.

Admissions Appeal Process for Expelled Students

Expelled students are not eligible for admission to University of Phoenix (UOPX).

- No appeals will be accepted for students expelled from UOPX.
- Appeals will be reviewed for students who were expelled from other institutions. Applicants for admission are not eligible to begin classes until formal approval of the appeal is obtained.

Students who fail to disclose all prior colleges and universities attended on their Admission Application may be charged under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

Acceptable Transfer Activity

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

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

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

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

All official transcripts that are received will be evaluated by the Office of Admissions and Evaluation, and credits will be awarded according to the Evaluation of Transfer Activity policies.

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

Evaluation of Transfer Activity

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

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

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

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

4. Credit is transferred by course level (i.e., lower division, upper division, graduate, doctoral) as awarded by the issuing institution.

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

6. Application of transferable credit, and limitations on transferability of credit, are determined by program requirements and by state or jurisdiction.

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

Credit Application Limits Effective 4/1/2020:

State	Total Credit Awards	Areas Restricted
California Residents (Local Campuses)	30 for bachelor's programs (no more than 15 of the first 60 credits or 15 of the second 60 credits can be awarded for experiential learning). 15 for associate programs 6 for graduate programs (for programs that require up to 30 credits in length) 9 for graduate programs (for programs that require more than 30 credits; only 3 of the total number of credits beyond 30 credits can be awarded from sources listed in the Areas Restricted column)	• National Testing Programs - Including A.C.E. evaluated military or workforce training activities (e.g., StraighterLine, Sophia Learning, Study.com) • Portfolio Assessments • Experiential Journals

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

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

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

Associate degree transfer policy: Students transferring to University of Phoenix (UOPX) into an undergraduate bachelor's degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BSLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, BSCS, BSDS, and BSIT {all concentrations}) with a previously completed Associate of Arts degree from an institution with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation, will be considered as satisfying the lower division elective and general education requirements making the student required course of study ready at UOPX. Students using this policy will still need to meet all prerequisite or specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program. For students using this policy, credits applied towards the UOPX degree program may not exceed the number of credits earned for the previously completed Associate of Arts degree.

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

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

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

Once evaluated and applied, transfer activities may not be unapplied.

Prior Learning Assessment

Prior Learning Assessment Eligibility Guidelines

University of Phoenix (UOPX) offers Prior Learning Assessment (PLA) as an option by which officially evaluated students can earn assessed credits toward degree completion requirements.

All prior learning must have academic equivalence to college-level learning to be awarded credit.

- All coursework, professional training, and experiential learning must be of sufficient academic merit, and must be determined to have learning, rigor and breadth of knowledge at the post-secondary level as defined by the University's acceptable transfer activity policy.
- Credit is granted for demonstrated knowledge, not for experience alone. Learning must be clearly differentiated from experience through the appropriate demonstration of knowledge application and supporting documentation.

Students are required to submit official and verifiable supporting documentation for all courses, professional training, and experiential journals upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evalua-

tion must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in experiential journals conforming to the writing standards required of all students enrolled at UOPX.

Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activities, the UOPX required course of study, or topics from other submissions for credit.

UOPX integrates best practices and frequently consults and reviews standards from industry leaders such as the Council for Adult Experiential Learning (CAEL) and the American Council on Education (ACE) when assessing prior learning.

UOPX recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University's PLA department.

Courses which have been transcripted for academic college-level credit by a college or university with ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, or WSCUC accreditation are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

UOPX or Apollo Education Group noncredit courses and certificates resulting in Continuing Education Units (CEUs), Professional Development Units (PDUs), or Contact Hours cannot be submitted to the University's internal PLA department for assessment.

PLA may apply toward both the lower division and upper division credit requirements of the University's undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student's residence. PLA may also apply toward graduate level requirements upon the assessment and review of the activity by the appropriate college in which the associated graduate-level program or courses reside.

Students may not rewrite an experiential journal more than once.

Students may submit a completed experiential journal up to 90 days after a journal topic has been removed or modified from the Approved Journal Topic List.

The University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

Prior Learning Assessment Credit Assessment

Credit is awarded based on clock hours or academic content equivalence as determined by Prior Learning Assessment (PLA) evaluators, one of the University's colleges, or the Provost's Office. All applicable coursework and training determined to be post-secondary content using a clock-hour conversion will be evaluated for PLA credit using the following clock hour-to-credit ratio:

- 15 in-person classroom instruction clock hours = 1 semester credit
- 30 laboratory = 1 semester credit
- 30 self-paced study clock hours = 1 semester credit

If an item submitted for professional training review is determined by the PLA evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential journals will be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Journal Topics List.

With an approved journal, the student will be awarded the credit as indicated in the journal submission documentation. Incomplete or unsatisfactory journals will not be awarded credit. No partial credit will be awarded for journals.

Experiential journals will be awarded credit limited in application to elective and/or general education options at the undergraduate level only.

Assessed credits will appear on the student's University of Phoenix transcript after they are awarded.

Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered.

A student enrolled in an associate degree program may earn a maximum of 15 credits for experiential journals and a student enrolled in a bachelor's degree program may earn a maximum of 30 credits for experiential journals.

Corporate Agreement - Credit Recommendation Guide

The University creates corporate agreements with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations are created in the format of a Credit Recommendation Guide (CRG).

CRGs define transferability, applicability, and individual credit recommendations of corporations' professional training/seminars (assessed as comparable to college-level learning) to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs, as content may change over time.

Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in PLA Credit Assessment. A list of corporations with which University of Phoenix has established corporate agreements can be viewed at

http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

Prior Learning Assessment Fees

There are no fees associated with the services rendered or awarding of credit through Prior Learning Assessment.

Standardized Credit Recommendations

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

Credit awards are applied toward UOPX Degrees. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Approved Institutional Accrediting Bodies for Transfer Activities and Admission Requirements

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

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

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

College Articulation Agreement

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

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

A list of institutions that University of Phoenix has established articulation agreements with can be viewed at

https://www.phoenix.edu/tuition-financial-aid/transfer-credits/guides.html

Transient Student Policy

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

Prior to being scheduled for coursework at UOPX, transient students must have a Transient Student Request form from one of the approved institutions listed below on file.

• Paul Quinn College
• South Carolina State University

Students attending the University as transient students:

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

Preferred Transfer Institution Policy Exceptions

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

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

Reverse Transfer Agreements

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

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

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

Add or Change Program or Modality

Students changing their program or adding an additional program must enter the most current program available in their state or jurisdiction.

Students making a permanent change from one modality to another (e.g., online to local campus, or local campus to online) are required to sign a new Enrollment Agreement specific to the new modality.

Course Waivers

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

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

Course Equivalencies

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

Equivalent courses must be at the same level or higher than the courses they are replacing and must have the same number of credit hours or higher.

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

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

When equivalent courses are completed, only the most recently completed course will be counted for credit and GPA calculations.

Equivalent courses are subject to the minimum grade requirement for courses applicable to a student's program.

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

Academic Advisement

All students will have an Academic Counselor to support them in their educational journey from the start of their first class until after graduation. Academic Counselors work with students holistically on needs that exist both inside and outside of the classroom. Academic Counselors collaborate with students on the development of their individualized academic plans, assist with educational milestones, and maintain the commitment to earn a degree. Academic Counselors also educate students regarding the requirements of their academic program, ensure that students have the information they need to make informed decisions about their career goals, and provide coaching to support students in overcoming any obstacles that may arise on their path to graduation.

Additional services available on the student website include transfer credit summaries, official grades, program GPA, the ability to request transcripts, and access to a variety of career resources. All students are notified of their official transfer of credits at the time of official evaluation and may review their official transcript evaluation, which includes evaluation of course waivers for core courses in the student's Academic Plan. Progress toward degree completion can be reviewed at any time on their student website.

Enrollment Status

The University recognizes the following enrollment statuses:

Program Level Enrollment Status

Enrollment Status	Code	Definition
Active Full-Time	F	The student's required academic workload for their program is at least 6 credits for an academic year, the student is meeting course attendance and their official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14-day out of attendance calculation.
Active Less Than Half Time	L	The student's required academic workload for their program amounts to less than 6 credits for an academic year, as determined by the institution. In addition, the student is meeting course attendance and their official last date of attendance based on ARAs does not exceed 14 days. Institutionally Scheduled Breaks and IX grades are excluded from the 14-day out of attendance calculation. Non-degree students are considered to be in Active Less Than Half Time status.
Leave of Absence	A	The student is on an approved Leave of Absence (LOA).
Withdrawn	W	The student has been withdrawn from the University. Withdrawal can be unofficial, official, or administrative.
Academic Complete	C	Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University Registrar's Office officially conferred the credential.

Enrollment Status	Code	Definition
Graduated	G	The student has completed all program requirements and the credential is conferred.
Deceased	D	The student is deceased.
Not Started	X	The applicant has not yet attended a course in their program.

The program level enrollment status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the most recent activity.

Course Status

The University recognizes the following course statuses:

AW (Administrative Withdrawal)

Student has been withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

AU (Audit)

Student has received appropriate approvals to observe the course and will not receive a letter grade.

CO (Completed)

Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade.

DR (Dropped)

Student was in a SC or EN course status and has requested to be removed from the course. The student has not met the minimum attendance requirements in the course.

EN (Enrolled)

Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements.

OB (Obsolete)

Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

SC (Scheduled)

Student has been scheduled for a course and no class attendance has been posted.

TA (Insufficient Attendance)

Student has been automatically removed from the course due to not meeting minimum class attendance requirements.

WI (Withdrawn for Admissions)

Student has not been officially evaluated or student has been removed from Admitted (AM) status after completing five courses.

WO (Waived with Credit)

The Office of Admissions and Evaluation or the Registrar's Office has processed a waiver.

WP (Withdrawn for Prerequisite)

Student has failed to meet the course or program prerequisite requirement.

WV (Exemption)

Course has been waived without credit.

Candidacy Statuses

Level 1 Candidate Status: Level 1 candidate status is determined at the time of admission and is based on the admission requirements for the desired program. Not all programs have a candidate status requirement.

- 1S: Level 1 Candidate Status Satisfied: Applicant has met admission requirements and has been admitted.
- 1N: Level 1 Candidate Status Not Satisfied: Applicant has not met admission requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 candidate status. Applicants in a 1N candidate status are restricted from taking courses and are administratively withdrawn from the University until admission requirements are met.

Level 2 Candidate Status: Level 2 candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in the program policy.

- 2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- 2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate with a status of 2N will be administratively withdrawn from the University and restricted from attending any future courses until the requirements are met.

Course Attendance Policy

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

- **Local Campus and In Person Residency:** Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster. Excluding in person residencies and students in the MSC/CCMH program, students at the Phoenix campus have the option to attend the local campus workshop meeting during the scheduled class time virtually; virtual attendance is recorded based on students accessing the online virtual class session in Blackboard Collaborate during the scheduled class time

  Students attending the Phoenix campus, who are using VA Chapter 33 Benefits, must attend class in-person at least once during each course in order to be eligible for the local MHA rate.
  - Most local campus courses meet four hours per week.
  - Most in person residency courses meet eight hours per day and require daily sign-in on the attendance roster.
- **Directed Study**: Students must post one ARA during the scheduled class during the online week.
- **FlexNet**: Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting during the scheduled class hours and sign the attendance roster. They are in attendance during the online class weeks if they post one ARA on at least one day during the online week.

- **Preceptorship Clinical Courses Starting Before January 1, 2024:** Students enrolled in preceptorship courses are not required to meet classroom workshop attendance in person as they are required to complete supervised clinical hours offsite. Attendance for the course is recorded weekly by the faculty member as documented on the attendance roster to record preceptorship progression. Faculty will confirm students' ongoing engagement in the course by verifying completion of the following key assignments: the week one Preceptorship Course Attendance Expectations assignment and the ongoing summative assignments. Students who complete these assignments will continue to have positive attendance recorded each week. Students who fail to complete one of these assignments, and have not otherwise confirmed their engagement in the course, will have non-attendance recorded for that week and each following week until the faculty member is able to confirm with the student that they intend to continue their engagement in the course. Students who intend to cease engagement in supervised clinical activity and withdraw from the course are responsible for notifying the faculty member prior to the start of the course week.
- **Counseling Residency Courses:**
  - **Online week**: Students must post at least one ARA at least one day during the online week.
  - **Three day residency**: Attendance for the course is determined by the online week requirements. Students who do not physically attend any day during the in person residency will receive a failing grade for the course.
- **Online MSC/CCMH Counseling Practicum and Internship Courses Scheduled 1/1/2023 or later:** During week one of the Practicum course, students must post at least one ARA on at least one day during the week to meet the course attendance requirement. For every subsequent week of that course, and for every week of the Internship courses, students must attend the weekly virtual instruction session via Blackboard Collaborate to meet the course attendance requirement each week. Attendance for each virtual session will be verified by session access recorded in Blackboard.

Unexcused Absence Policy

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

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

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

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

Academically Related Activities

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

- Discussion posts submitted via Blackboard in a course.
- Assignment submissions posted via Blackboard in a course.
- Quiz/Exam submissions graded and required in a course.
- Submission of completed engagement activities in an interactive tutorial, webinar, or other interactive computer-assisted instruction that is graded and required in a course. This also includes completion of any portions of these activities that are submitted to Blackboard to have points recorded.
- Participation in a learning team session with one or more other classmates conducted via Blackboard Collaborate, that lasts at least two minutes.
- Learning team discussion posts submitted in the Assignment Submissions section via Blackboard in a course.
- Student interactions with faculty regarding academic matters via Blackboard Messages or Collaborate sessions.
- In-person attendance in a faculty-led instruction session verified by a signed attendance roster in local campus courses and in-person residency courses.

- Virtual attendance in a faculty-led instruction session (where approved) as verified by students accessing the virtual class session via Blackboard Collaborate.

ARAs will not be recorded for Audited (AU) courses regardless of activity type, or for orientations that are required for admission to a program and that are not part of the program's required course of study.

Concurrent Enrollment

- Concurrent enrollment is defined as simultaneous enrollment in any two or more University of Phoenix (UOPX) courses. Students enrolled in courses outside the University are excluded from this definition. Courses will be considered concurrent when start and/or end dates overlap.
- Students enrolled in an undergraduate or graduate degree program may not enroll in more than two credit-bearing courses concurrently.
- Non-degree students, who have successfully completed one course with the University, may enroll in up to three non-degree, credit-bearing courses concurrently.
- Concurrent enrollment is prohibited in the following scenarios:
  - the first two courses at their current program level, unless they are enrolled in a Competency-Based program or a Direct Assessment program.
  - during the Phoenix Success Series for students in Pathway B.
  - student is on Provisional (PV) admission status.
  - student is on Academic Probation (AP) program academic status.
- Some programs may have additional program-specific concurrent enrollment policies. Any additional requirements are documented within policy for those specific programs.

Course Credits

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

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

Grading Procedures

Course grades can be viewed on the student website (http://my.phoenix.edu) on the Academic Plan tab. In addition students may view their grades on their unofficial transcript and order their official transcript on the home page by selecting order transcript. Faculty members are required to post final grades within seven days of completion of the course.

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

Grade Definitions

Student grades represent the work and knowledge level attained within the regularly scheduled course dates. Only the faculty member assigned to teach a specific course is authorized to issue grades to the students in the course. Final grades may only be changed by the faculty member after the grades have been submitted if an approved formal grade dispute is on file or if the faculty member determines the original grade was improperly calculated.

Effective 9/1/2007, the University of Phoenix (UOPX) has established the following grading guidelines with which all faculty must comply:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete
IP = In Progress
IX = In Progress extension
W = Withdrawal
P = Passing
AU = Audit
QC = No grade awarded
NC = No credit
WC = Waived with credit
RC = Removed Course

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

Grade Definitions:

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

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

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

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

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

I = INCOMPLETE. At the faculty member's discretion, a grade of Incomplete may be granted during the last week of the course to complete assignments. A student who receives an Incomplete is given up to five weeks, beginning five days after the scheduled course completion date, to complete the course requirements and receive a grade.

Each assignment submitted during the Incomplete extension period will receive a 20% deduction, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an Incomplete grade had not been requested. Students must request an Incomplete grade in writing as a private message in the classroom. The student and faculty member must enter into a written Incomplete grade agreement posted as a private message during the last week of class prior to the course end date. The written agreement must consist of the following: a course completion plan, a clearly identified extended course deadline (not to exceed five weeks from the original course end date), and an acknowledgement that the score for any assignment(s) submitted during the Incomplete extension period will be reduced 20% in consideration of the extra time allowed to complete the coursework, regardless of the circumstances.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an Incomplete "I" grade can be issued instead of a "W" grade. The "I" grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of deducting 20% per assignment submitted during the Incomplete extension period shall be waived for deployed students.

IP = IN PROGRESS. An IP grade may be awarded in the following instances:

- The IP grade allows students additional time to complete requirements in specific designated courses where such allowance is warranted (e.g., clinical hour, counseling internship, student teaching, or dissertation requirements). IP grades will default to a QC or an F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe. Faculty are not required to subtract one letter grade for IP grade awards.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:
- This grade is only awarded to eligible students who are approved for reasonable accommodations under the Americans with Disabilities Act (ADA) or Title IX.
- For ADA: A new IX course completion date for ADA accommodations must be determined by the Disability Services Advisor. The Registrar's Office will work with the Disability Services Advisor to determine the IX course completion date for ADA accommodations.
- For Title IX: A new IX course completion date for Title IX accommodations must be determined by Title IX. The Registrar's Office will work with the Title IX Coordinator to determine the IX course completion date for Title IX accommodations.
- Students who are approved for reasonable accommodations will not have their grades penalized after completing the course to comply with an academic adjustment granted by the University in accordance with ADA and Title IX.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.

QC = No grade awarded. A QC is awarded in the following instances:
- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- This grade allows students to repeat a course without penalizing their GPA in eligible courses.

AU = AUDIT Students will receive a designation of "AU" on their permanent record which will not carry any academic credit because there is no measurement of the student's performance.

W = WITHDRAWAL Student withdrew due to exceeding the maximum allowable absences from the course or has been administratively withdrawn by the University. A "W" grade will be issued in the following scenarios:
- The student recorded positive class attendance in at least one scheduled week and did not meet the class attendance requirements due to exceeding the maximum allowable absences.
- The student recorded positive class attendance in at least one week and has been administratively withdrawn from the University and/or program during the course.

P = PASSING
Student satisfactorily completed the course.

NC = NO CREDIT
Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT
UOPX required course, waived with credit.

RC = REMOVED COURSE. Student has posted attendance in a course that has been approved by the University Registrar (or designee) to be removed from the schedule, without a W grade, for administrative purposes. RC grades are not recorded on official transcripts.

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at http://my.phoenix.edu. The student's official transcript is prepared by the Registrar's Office. The official transcript will show the current enrollment status, all program(s) and GPAs as well as courses, grades, credits, and dates of instruction for all graded for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Official transcripts can be released - for a $15 fee.

Students can order their official transcript on their student portal or on the National Student Clearinghouse site at https://www.studentclearinghouse.org/students/.

Students near Phoenix, Arizona can pre-order and pick up (by appointment only) their transcript with a photo ID by calling the Admissions and Records Service Center at 800.866.3919 during regular business hours (7:00 AM -5:00 PM, MST).

The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

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

Program and Cumulative Grade Point Average

Program GPA is calculated using all University of Phoenix (UOPX) courses applicable to the student's degree or certificate program. Program GPA is the sum of the student's UOPX program-specific quality points divided by the sum of the student's UOPX program attempted credits.

UOPX cumulative GPA is a calculation of all completed UOPX courses. Cumulative GPA is the sum of the student's UOPX quality points divided by the sum of all the student's UOPX attempted credits.

The following quality points are associated with the respective grades below:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	=.67
B–	= 2.67	F	=.00
C+	= 2.33		
C	= 2.00		

Program applicable coursework that may not apply toward the program in terms of credit but is needed to fulfill a proficiency, pre-requisite, or other degree requirement will be included in the program GPA.

Academic Forgiveness

- University of Phoenix (UOPX) provides the following academic forgiveness options for students.
  - **Course Repeat:** Students wanting to improve their GPA may repeat a previously completed course, or an equivalent to a previously completed course. The initial course will be removed from the GPA calculation, and the most recent course will be applied and calculated regardless of the grade earned. Additionally, the credits earned for the initial course will no longer apply to the student's record. Refer to Academic Standing and Scholastic Disqualification policies within each program for additional guidelines or limitations.

- **Academic Reprieve:** To allow for a student's program GPA to recover from lower grades earned due to extenuating life circumstances, students enrolled in an undergraduate degree program, who have completed at least four GPA-applicable UOPX courses, may request to have two course grades removed from calculating into their program GPA for the duration of their undergraduate studies at UOPX.

  Students enrolled in a graduate degree program, who have completed at least four GPA-applicable UOPX courses, and who are not on Provisional Admission (PV) status, may request to have one course removed from calculating into their program GPA for the duration of their graduate studies at UOPX.

  Undergraduate students may request to remove only one graduate course completed with a passing grade and applied to their undergraduate program (e.g., through a master's pathway). Undergraduate students who request to remove a graduate course may request to remove only one undergraduate course. They will not be able to request the removal of another graduate course in a graduate program.

  Doctoral and certificate programs are not eligible for Academic Reprieve. Students may not request Academic Reprieve on any doctoral course even if it is applied to a graduate program (e.g., through a doctoral pathway).

  If desired, students may authorize the Registrar's Office to identify the course(s) for which reprieve should be applied, that will have the optimal impact on student success (e.g., impact on GPA, academic progression, degree completion, etc.).

- Once Academic Reprieve has been applied to a course, it will be removed from calculating into the program GPA for any program on the student's record that is at the same degree level (undergraduate or graduate) that the course is applicable to, excluding certificate and doctoral programs. Courses removed from the program GPA through Academic Reprieve will continue to apply to the cumulative GPA.
- Students may not request to have Academic Reprieve unapplied for the course(s) requested after it has been approved and applied to the course(s).
- Required course of study courses in which students earned a non-passing grade, and any course that earns a non-passing grade as a result of a student code of conduct sanction, are not eligible for Academic Reprieve. Additionally, courses that have a minimum grade requirement are not eligible for Academic Reprieve if the minimum grade requirement was not met. This may include capstone, practicum, clinical, internship, field placement, and student teaching courses
- Students who request Academic Reprieve for a course that received a passing grade will continue to receive credit for the course after the grade has been removed from the program GPA calculation.
- Students using Academic Reprieve for a general education or elective course that received a non-passing grade will have the grade removed from their program GPA, but will be required to satisfy the applicable requirement through another UOPX course or an acceptable transfer activity.

- All courses and their associated grades, for which grades are removed from the program GPA calculation as part of the University's Academic Forgiveness policy, will continue to appear on the student's official transcript.
- Students are not eligible to apply Academic Reprieve to a program after the degree has been conferred.

Grade Disputes and Corrections

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or the faculty member determines the original grade was improperly calculated.
- Requests or disputes related to grades must be resolved by the faculty member in accordance with academic policies. The faculty member's decision is final, unless the dispute alleges discrimination or harassment.
  - Disputes challenging the accuracy of a grade must be submitted by the student to the faculty member within six weeks from the grade posting date. Grade disputes based on work submitted, class participation, or claiming a calculation error are to be resolved solely by the faculty member, whose decision is final.
  - Disputes challenging a grade that also allege discrimination or harassment by the faculty member are addressed according to the Equal Opportunity, Harassment, and Nondiscrimination policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the relevant director of academic affairs, or designee, who may mediate a resolution between the student and faculty member. The decision regarding whether to change the grade rests solely with the faculty member when adhering to academic policies.
- Formal grade disputes will only be reviewed if the student initiated the grade dispute process with their faculty member within six weeks from the grade posting date.
- Decisions for grade disputes must be rendered prior to credential conferral.

Program Academic Standing

Program academic status refers to a student's academic standing specific to a given program in which they are enrolled. The University recognizes the following program academic statuses for degree and certificate seeking students.

Regular (RG) - Student is meeting all relevant progression requirements to be considered in good academic standing for their program.

Academic Probation (AP) - Students will be placed on AP status when their program GPA falls below the minimum GPA required in their program. Students on AP status are restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. Only courses that start and end after the course that placed the student on AP status will apply toward the AP course sequence. Concurrent enrollment is prohibited in this status.

Effective for Enrollment Agreements *or Re-Entry Acknowledgements* signed 7/1/2019 or later: Students enrolling into an associate or bachelor's degree program (excluding nursing programs) will not be placed on AP status within the first four cumulative GPA applicable courses completed at the University if they meet the following criteria:

- The student does not have positive recorded attendance in a UOPX course prior to 7/1/2019.
- The student has not completed more than three previous cumulative GPA applicable UOPX courses that started on or after 7/1/2019.

Upon completion of the fourth course, students who are below their minimum required program GPA will be placed on AP status and restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program.

Effective for Enrollment Agreements *or Re-Entry Acknowledgements* signed 7/1/2022 or later: Students enrolling into a master's degree program will not be placed on AP status within the first three cumulative-GPA-applicable graduate level courses completed at the University if they meet the following criteria:

- The student does not have positive recorded attendance in a UOPX graduate level course prior to 7/1/2022
- The student has not completed more than two previous cumulative-GPA-applicable UOPX graduate level courses that started on or after 7/1/2022.

Upon completion of the third course, students who are below their minimum required program GPA will be placed on AP status and restricted to a period of four consecutive (completed) program-applicable courses to bring their GPA to the minimum requirement for their program. This policy does not apply to students who begin their program in Provisional admission status.

Effective for enrollment agreements *or Re-Entry Acknowledgements* signed 7/1/2020 or later: Students initially admitted to graduate degree programs on Provisional status (PV) will not be placed on AP within the first four program-applicable courses completed at the University. If students do not achieve a GPA of 3.0 by the end of their fourth course, when they return from Disqualified for Admission status (DA) they will also be placed on AP status.

UOPX courses completed with W, W/F, P, AU, QC, NC, or WC grades will not count toward the four course AP sequence.

Courses for which Academic Forgiveness has been used will still count toward the four course AP sequence.

Students must fulfil the requirements of each status on their record (i.e., admission, program academic, and student academic), regardless of what combination of statuses have been applied (e.g., a student may be on PV admission status and AP program academic status concurrently and must fulfil the requirements of each status.)

Students who add or change their program or program version will have their program academic status evaluated at the time of official evaluation into the new program or program version based on the applicability of previously completed UOPX coursework.

Students who are on AP status after they add or change their program or version will be given a full four-course AP sequence in the new program or version.

Students who have been out of attendance for more than 365 days, who are on AP status at the time they re-enter their program of study, will remain on AP status but will be given a full four-course AP sequence upon re-entry.

Student Academic Standing

Student academic status refers to a student's academic standing applicable across all programs in which they are enrolled, or may seek to be enrolled. The University recognizes the following student academic statuses for degree and certificate seeking students:

Regular (RG)

Student has no academic standing restrictions that are in effect across all programs in which they are enrolled, or may seek to be enrolled.

Disqualified for Admission (DA)

Students who are provisionally admitted are placed in DA status when they fail to achieve the minimum-required GPA at the end of the Provisional Admission (PV) period. The date of disqualification is determined by the course end date of the final course completed within the PV period.

Students placed in DA status:

- will be administratively withdrawn from the University and are not eligible to reapply until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have completed the disqualification period.
- upon returning, students whose program GPA is more than 20% below the minimum program requirement (e.g., 1.6 GPA for programs that require a 2.0 GPA and 2.4 GPA for programs that require a 3.0 GPA) are required to retake or replace the program applicable course(s) that have the lowest grade(s) earned until they are within 20% of their program's minimum required GPA.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Academic Disqualification (AD)

Students on Academic Probation (AP) program academic status will be placed in AD student academic status when they fail to achieve the minimum-required GPA at the end of the probationary period. The date of disqualification is determined by the course end date of the final course completed within the four-course AP period. The University will note the date a student is placed in and removed from AD on the permanent transcript.

Students placed in AD status:

- will be administratively withdrawn from the University and are not eligible to return until six months from the date of disqualification.
- may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.
- upon returning, students whose program GPA is more than 20% below the minimum program requirement (e.g., 1.6 GPA for programs that require a 2.0 GPA and 2.4 GPA for programs that require a 3.0 GPA) are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until they are within 20% of their program's minimum required GPA.
- Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to return to the University and must meet all conditions of the appeal decision.

Scholastic Disqualification (SD)

Students are placed in SD status when they do not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the program GPA based on attempted credits. The University will note the date a student is placed in and removed from SD on the permanent transcript.

Students placed in SD status:

- will not be allowed to continue in their program until they have fulfilled the requirements for progression as determined by the Scholastic Disqualification requirements outlined in their academic program's policies.
- may not transfer to another program (including concentration, emphasis, specialization, or major) without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Scholastic Suspension (SS)

Students are placed in SS status when they are suspended for a designated period or indefinitely from the University, for either academic or student code of conduct reasons. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed in SS status will not be allowed to continue in their program or transfer to another program (including concentration, emphasis, specialization, or major) until the designated period for the suspension has ended and/or the student's status has been updated.

Expulsion (EX)

Students are expelled, and placed in EX status, when they are administratively withdrawn from the University and not permitted to return under any circumstance. The date of expulsion is noted on the official transcript.

Maximum Credit Limits

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

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

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

Late Assignments

Individual course assignments will be accepted up to four days after the assignment due date, with a maximum 10% deduction for lateness. This includes final week individual assignments, which may be submitted up to four days after the course end date.

Course participation requirements must be met within the designated course week.

Academic Recognition

University of Phoenix (UOPX) recognizes exceptional academic performance by students in a degree program on a semi-annual basis through placement on the Dean's List for their college, or on the University President's List.

To be eligible for recognition through placement on their college Dean's List, associate, bachelor's, and master's degree program students must meet the following criteria for courses completed during the six months prior to each semi-annual Dean's List publication.

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program.
- Have no courses on the student record with I, IX, IP, F, or Competency-Based program NM grades (students will be eligible if any of these grades are subsequently changed to an acceptable grade).
- Achieve a qualifying GPA for UOPX courses completed during the six-month eligibility period without the use of Academic Reprieve or course repeats to achieve the qualifying GPA:
  - Associate and bachelor's programs: 3.50 - 3.99
  - Master's programs: 3.70 - 3.99

To be eligible for recognition through placement on the University President's List, associate, bachelor's, master's, and doctoral students must meet the following criteria for courses completed during the six months prior to each semi-annual President's List publication:

- Complete at least 12 UOPX semester hour credits that are applicable to the program GPA toward an associate, bachelor's, or master's degree program, or at least nine UOPX semester hour credits that are applicable to the program GPA toward a doctoral program.
- Have no courses on the student record with I, IX, IP, F, or Competency-Based program NM grades (students will be eligible if any of these grades are subsequently changed to an acceptable grade), or that have been removed from calculating into the program GPA through course repeats or Academic Reprieve.
- Achieve a qualifying GPA of 4.0 for UOPX courses completed during the six-month eligibility period without the use of Academic Reprieve or course repeats to achieve the qualifying GPA.

Direct Assessment, certificate, and en-route programs are not eligible for Dean's or President's list.

Institutional Review Board

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

- The UOPX IRB follows the ethical principles set forth in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the federal human research regulations (45 CFR 46), and guidance from the federal Office of Human Research Protections (OHRP).
- All faculty, students, staff, and external researchers who engage with UOPX for their research, sponsored or non-sponsored, involving human subjects must have the UOPX IRB review and approve their study, or have their study determined exempt from oversight before beginning any research activities associated with a pilot study or a full research study. There are no exceptions if human subjects are involved. Doctoral students must have an approved proposal through the Quality Review Methods (QRM) process and should have their dissertation chair work as a co-principal investigator (co-PI). If UOPX faculty, staff, or students are part of the study population, then Committee on Research (COR) approval is required before an IRB review can be conducted.
- UOPX has charged the IRB with ensuring that all legal/regulatory and ethical codes are upheld for studies conducted by UOPX researchers at all institutional and non-institutional sites of this institution both domestic and foreign.
- All students, staff, faculty, and external researchers who are conducting human subject research under the auspices of UOPX are required to complete an IRB application and have this application reviewed before they begin any research activities involving human subjects. Researchers must complete human subjects' ethics training through the Collaborative Institutional Training Initiative (CITI) Program and receive CITI certification prior to submitting an IRB application for review and beginning research activities. CITI certifications must be renewed every two years while conducting research reviewed by the UOPX IRB.

Required Procedures: IRB Review, Research and Reports

- **IRB Review:** The UOPX IRB conducts an initial review of the research protocol using the IRBNet application and all protocol forms based on the federal categories for human subject protections. The protocol forms address both federal and institutional requirements for the study. The initial review of research determines which research studies require full-committee review and which may be reviewed via expedited, exempt, or non-human subject research processes.
- **IRB Research:** The UOPX IRB provides annual oversight of studies that are determined to be of more than minimal risk to participants. In these cases, researchers are to file a Continuing Review of Research if the study has not been completed within the approval period set forth at initial review, which typically is one year from the initial decision. The IRB can decide that a shorter approval period is appropriate. Studies that are determined to be minimal risk or less than minimal risk are not given an expiration date after the initial exempt determination or approval. For those studies that require continuing review, the Continuing Review of Research form is found in the UOPX IRBNet system.

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

Research, Scholarship, and Surveys

General Research Policies

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

  All research conducted by any student, faculty, or staff of UOPX is subject to Institutional Review Board (IRB) approval. The IRB is a federally required review of all research requests to determine:
  - if the work is research,
  - if the research is on human subjects,
  - if human subjects are involved, the overall risks and if they are protected and treated fairly.
- Research taking place within or involving UOPX, where the subject of any proposed research is UOPX, must gain appropriate approvals prior to conducting research, regardless of the researcher(s)' affiliation.

  The Committee on Research (COR) shall be responsible for the review and approval of any and all research and scholarship, for public dissemination, where UOPX is recognized as a subject. UOPX is considered a subject when the research study:
  - samples students, faculty, and staff associated with UOPX
  - involves requests that include UOPX records, data, or materials
  - uses UOPX-associated systems, websites, and/or tools.

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

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

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

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

Leave of Absence

- Students who need to take a formal break from their program must submit a signed, written request for a Leave of Absence (LOA) that includes the date and the reason for the request. All students actively enrolled in certificate and degree programs at the University are eligible to request a LOA.
- Students may be approved by the University for multiple LOAs in a 12-month period; however, the total of all approved LOAs may not exceed 180 calendar days in the 12-month period, including approved LOA days that occur during a period of time when the student is subsequently withdrawn.
- A LOA will not be approved if a student requests the LOA after 14 consecutive days of nonattendance, is in an unofficial withdrawal (UW) status, and the request is not due to unforeseen circumstances that occurred prior to the UW status. Students will not be placed in Withdrawn enrollment status on the 15th day of nonattendance if a LOA has been approved to start on that day, and the LOA request was approved prior to that day.
- If a student requests an LOA start date in the future and is officially withdrawn, unofficially withdrawn, or administratively withdrawn from the University prior to the start date of the LOA, the LOA will be denied.
- The University will not allow a student to take two consecutive LOAs separated by an institutionally scheduled break.

- Students must return to the same program of study in which they took the LOA.
- Students must return on the date designated as the Return Date on their LOA Request Form, or they will be withdrawn from the University and the withdrawal effective date will be the last date of attendance in an ARA determined from University records, prior to the LOA start date.

University Withdrawal

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

- **Official Withdrawal:** Students who provide official notification of the intent to withdraw from the University are considered official withdrawals (OW).
  - The withdrawal date for an official withdrawal is the last date of academic attendance or attendance of an academically related activity (ARA) determined from University attendance records. This date is always earlier than or equal to the date the student notifies the University of his or her official withdrawal.
  - The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal effective date or the date the student indicated in their notification to the University of his/her official withdrawal.
  - Students wishing to officially withdraw from the institution may complete the self-service Official Withdrawal automated process via the University student website.
  - Students who wish to rescind their intent to withdraw from the University must participate in an ARA after the effective date provided on the student's Official Withdrawal form.
- **Unofficial Withdrawal:** Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals (UW) after 14 days of consecutive nonattendance in an ARA determined from University attendance records.
  - The withdrawal date for students who cease attendance at the University, including a student who does not return from an approved leave of absence (LOA), is the last date of attendance in an ARA determined from University attendance records.
  - For a student who is unofficially withdrawn, the DOD is the 15th day after the last attendance at an academically related activity.
    - For a student who fails to return from an approved LOA, the DOD is the day after the student's approved LOA end date.

- If a student is granted an extension in the course he or she is currently attending and intends to complete, the days in the extension period will not count toward the 14 days of consecutive nonattendance. During this extension period, the student will remain in active status regardless of whether or not an ARA is posted. This exception applies only when an extension of the course is indicated by the issuance of an IX (In Progress Extension) grade.
    - For a student who is granted an IX grade and does not post an ARA after the IX grade extension end date, the DOD is the day after the student's IX grade extension end date.
- **Administrative Withdrawal:** Students who are withdrawn from the University for failing to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals (AW).
  - The withdrawal date for students who are AW is the last date of academic attendance or attendance in an ARA that occurred prior to the decision to administratively withdraw the student.
  - The DOD for students who are AW from the University is the date the University decides to administratively withdraw the student.

Course Cancellation

The University may need to cancel or re-schedule a student's course due to unforeseen circumstances. In such situations, the University will work with students to reschedule or to transfer to a comparable course. Any payments made for cancelled courses will be refunded or applied to another University course.

Directed Study Information

With approval of the Campus and Academic Director or designated appointee, students may complete college-approved courses, as available, via directed study as outlined below:

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

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

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

Students enrolled in a Competency-Based program cannot complete Competency-Based program courses via directed study. Students enrolled in a Direct Assessment program cannot complete Direct Assessment program courses via directed study.

Course Audit Policy

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

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

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

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

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

Academic Program Re-Entry

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version (and any corresponding major, specialization, concentration, emphasis, or en-route credential within that version) without appeal if they can complete their program within the program completion deadline, based on the maximum credit limit for their program level, and if the major, specialization, concentration, emphasis, or en-route credential within that version is not expired. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within the program completion deadline, based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current program version in their state or jurisdiction.
- Re-entry students who cannot complete their program within the program completion deadline may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry into an expired program.
- Any students in College of Education, College of Nursing, or College of Social and Behavioral Sciences programs that either lead to professional licensure or certification, or that require a license, credential, or certification for admission are exempt from this general re-entry policy. Re-entry students who wish to re-enter these programs should review their specific program's re-entry policies and consult the appropriate University representative for guidance.

Servicemember Readmission

An institution may not deny admission or readmission to a person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service. This applies to service in the uniformed services and to spouses of those in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and National Guard or Reserve duty unable to attend class due to a military service obligation. This policy also applies to members of the national guard of any state or the United States Armed Forces Reserves, and to the spouses of those serving, who are ordered to either state or federal reserve component duty.

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

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

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

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

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

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

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

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

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

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

Military Deployment

University of Phoenix supports the educational needs of servicemember students who are temporarily unable to attend class due to military service obligations. The following policy applies both to servicemember students, and to students who are spouses of servicemembers.

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

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

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

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

- Excused absences may be granted in accordance with the Excused Absence policy. The University will use discretion and take such action only if the excused absences would benefit the student.
- Allow the student additional time to complete assignments missed due to military service obligation.
- Allow the student to make-up participation missed due to the military service obligation without a penalty. Faculty may choose to either accept late participation posts for the impacted week(s) or offer a reasonable and comparable alternative assignment worth the same point value.
- An Incomplete (I) grade will be issued instead of a Withdrawal (W) grade. The I grade may be issued with an initial extension of six weeks beyond the traditional five-week extension (for a total of 11 weeks). No grading penalties will be applied to students who receive an I grade for military service obligations.

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

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

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

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

Holiday Calendar

The University's holiday calendar is listed below.

2023-2024 Holiday Calendar

Independence Day	July 4, 2023
Labor Day	September 4, 2023
Thanksgiving	November 22, 2023 -November 26, 2023
Winter Break	December 19, 2023 - January 1, 2024
Martin Luther King Jr Day	January 15, 2024
Good Friday	March 29, 2024
Easter	March 31, 2024
Memorial Day	May 27, 2024
Juneteenth	June 19, 2024

Institutionally Scheduled Break

For all students, the University's winter institutionally scheduled break for the 2023/2024 award year is December 19, 2023 - January 1, 2024.

For students attending a local campus, one or more additional University institutionally scheduled break(s) may apply for University observed holidays for the 2023/2024 award year. For University observed holidays, a one week institutionally scheduled break will be placed on a student's academic record in the event that the student is enrolled in a course that has been extended at a local campus due to a University observed holiday.The actual dates of the institutionally scheduled break will vary based upon the observed holiday. Currently the University observes the following additional holidays: Memorial Day, Independence Day, Labor Day, Thanksgiving Day (and the day following), Martin Luther King Jr. Day, and Juneteenth.

Program Completion Deadlines

The following program completion deadlines outline the timeframes allotted to students to complete all requirements for their selected program version

Programmatic Level	Program Completion Deadlines
Certificate	within 5 years
Associate	within 5 years
Bachelor's	within 8 years
Master's	within 5 years
Doctoral (with the exception of PHD/IO & EdS)	within 8 years
PHD/IO	within 9 years
EdS	within 3 years
BSED/ES and MAED/ES	within 1 year

Students who are enrolled in more than one program at a time, wherein all of the courses required for one of the programs are scheduled and completed under the other program (e.g., all of the courses for a certificate program on the student's record are scheduled and completed under a bachelor's degree program on the record), will only have a program completion deadline for the program that the courses are scheduled under, and will be held to that deadline for both programs.

Program completion deadlines are calculated based on the course start date for the first credit-bearing course in which a student is scheduled and posts positive recorded class attendance after their enrollment agreement sign date for their program.

Students who are actively attending their final program-applicable course (i.e., meeting attendance requirements for the course) at the time their program completion deadline expires and complete all program requirements during the final course, will still be considered to have completed their program within the completion deadline.

In order to apply to a student's program, only transfer activities completed before a student's program completion deadline will be considered for evaluation and application to the student's program.

Changes to a selected major, specialization, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student's program completion deadline.

Changes from a Competency-Based program or a Direct Assessment program to the corresponding standard version of that same program will not result in a change to the student's program completion deadline.

Students who change their program and/or version will have a new program completion deadline calculated based on the course start date for the first credit-bearing course in which they were scheduled and post positive recorded attendance under their new program and/or version after the student signature date on the most recent enrollment agreement on file.

- Students who post positive class attendance, change their program, and then revert back to their prior program version, will be held to their original program completion deadline for that program version.

When a program version is retired, and the University will no longer offer any more current versions of that program, the program is considered to be discontinued. Effective on the date the most current version of the program is retired, students in programs that are being discontinued will be given the modified program completion deadline for their degree level in the table below, if their original program completion deadline is beyond that modified deadline.

Programmatic Level	Adjusted Program Completion Deadlines
Certificate	Within 2 years of the program retirement date
Associate	Within 3 years of the program retirement date
Bachelor's	Within 4 years of the program retirement date
Master's (programs with < 120 weeks)	Within 2 years of the program retirement date
Master's (programs with > 120 weeks)	Within 3 years of the program retirement date
Doctoral	Within 4 years of the program retirement date

Credential Conferral

The Registrar's Office will confer a student's degree or certificate upon the completion of all academic program requirements.

Following credential conferral, the University will issue one physical diploma or certificate to the student, and one digital copy of the diploma or certificate (which can be authenticated on the University's website), with the approved name, address, and email address indicated by the student on their student website. If a diploma name is not provided on the student website, the certificate or diploma will be issued with the official name recorded in the student information system.

The date documented on the diploma will reflect the last day of the month in which all program requirements were completed and applied.

The date documented on the certificate will reflect the date on which all program requirements were completed and applied.

Degree and certificate conferral dates cannot precede the date the program was approved and became available in the student's state or jurisdiction.

Once a credential has been conferred, modifications cannot be made to a student's official academic record (e.g., students taking coursework to improve their program GPA).

Degree Posting

Degrees are conferred and posted to students' academic record with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit bearing and non-credit bearing requirements have been met, and all credit has been posted to the academic record. The student's individual program completion date is recorded on the academic record and transcript, indicating that the final academic requirements for the degree were completed on that date.

Diplomas are printed bearing the last day of the month in which all degree requirements were completed for all students who have completed the degree requirements.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.

Graduation with Honors

Students in associate and bachelor's degree programs with a qualifying program GPA will graduate with the following Latin honors designations, based on the program GPA achieved. The applicable honors designation below will appear on the University diploma and official transcript.

- Cum Laude: 3.70 - 3.84
- Magna Cum Laude: 3.85 - 3.94
- Summa Cum Laude: 3.95 - 4.00

Students in master's degree programs with a program GPA of 3.90 or higher will graduate with distinction. The 'With Distinction' designation will appear on the University diploma and official transcript.

Direct Assessment programs are not eligible for graduation honors.

Participation in Commencement Ceremony

Commencement ceremonies are held at locations across the country.

Degree seeking students who meet the eligibility requirements may participate in any University of Phoenix (UOPX) commencement ceremony. Registration information and a complete listing of scheduled commencement ceremonies may be accessed via the student portal.

Students who have met all of the requirements and completed a degree program with (UOPX) are eligible to participate in commencement.

Students who have not yet completed degree requirements are eligible to participate in commencement ceremonies when they meet the requirements as outlined below.

- Regular (RG) student academic status by the ceremony registration deadline date
- Regular (RG) program academic status by the ceremony registration deadline date
- Satisfaction of all financial obligations to the University
- Completion of degree requirements within the specific credit limits outlined below by the final registration deadline:
  - Associate: successful completion of all but 6 credits
  - Bachelor's and master's: successful completion of all but 9 credits
  - Doctoral: successful completion of all credit and non-credit bearing degree requirements, including an approved dissertation or applied project, and signature page signed by the Dean.

Students who do not meet the eligibility requirements will not be allowed to participate in commencement ceremonies.

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed an academic credential. Academic standards must be met in order for an academic credential to be awarded. Students may fail to meet these standards after attending commencement ceremonies.

All associate, bachelor's, and master's degree students eligible for commencement, who have met the University graduation honors requirements applicable to their degree by the commencement ceremony date, will be recognized at commencement ceremonies with the applicable University honor cord.

Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the applicable graduation honors designation on the University diploma and official transcript. Academic standards must be met in order for a degree with graduation honors to be awarded. Students may fail to meet the University's graduation honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Multiple University Credentials

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

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

Students may only earn one associate degree.

Students may complete only one pre-service teacher education program leading to initial teacher certification.

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

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

Braille Embossed Diplomas

Students may submit a request for a braille embossed diploma to the Disability Services Department. Requests for braille embossed diplomas should be submitted to DisabilityManagerQuestions@phoenix.edu. Approved requests will be routed to the Registrar's Office for fulfillment. Students must provide appropriate documentation and be officially degree conferred.

Posthumous Degrees

The University may present posthumous degrees for deceased students who were enrolled, posted positive attendance in a University degree program, were in good academic standing, and had not been administratively withdrawn in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members, or to the executor of the estate of a deceased student, who submit a written request and documentation of the student's passing.

Rescinding Academic Credentials

Situations may arise where it becomes necessary for University of Phoenix (UOPX) to rescind a previously conferred academic credential (degree or certificate).

UOPX reserves the right to rescind academic credentials under the authority and direction of the University Provost and Registrar.

An academic credential may be rescinded if it is discovered that a student had not fulfilled all of the credit-bearing and/or non-credit-bearing requirements. Other scenarios in which a credential may be rescinded include, but are not limited to, student, faculty, and administrator errors; student code of conduct violations; plagiarism; dishonesty; fraud; misrepresentation; or misconduct by students, staff, faculty, and administrators.

Disclaimer on Job Placement

University of Phoenix cannot and does not guarantee career advancement, continued employment, or salary level. **The University does not offer job placement.** The employment outcome for an individual will vary based on multiple factors, including, but not limited to, prior work experience, geographic location, and other factors specific to the individual. University of Phoenix's career services offer assistance in job seeking, including resume writing, interview preparation, job market data, and other tools that can help the student investigate, prepare for, and pursue the employment marketplace. The purpose of degree and certificate programs offered by the University of Phoenix is to educationally-prepare the student for gainful employment in recognized occupations related to the field of study by providing a quality education that integrates theory with practical application. The University offers other educational products that are developed to help a student develop skills or learn other content that can help the student in their current occupation or assist in extending the nature and range of careers available.

Letter Request

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

Directory information requests do not require a FERPA Release form.

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

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

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

The Registrar's Office is unable to provide letters of recommendation or assist with scholarship letters or scholarship nominations. Students may ask their faculty members to provide a recommendation for them, but granting such requests is at the faculty's discretion. Recommendations provided by faculty members are personal recommendations and will not be provided on University of Phoenix (UOPX) letterhead.

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

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

Forms

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

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

Directory information requests do not require a FERPA Release form.

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

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

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

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

Name and Social Security Number Changes

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

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

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

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

Record Maintenance

University of Phoenix requires applicants/students to complete and sign all student related documents in connection with their education record. Only the applicant/student may sign forms that require a signature (wet signature or e-signature).

Record Retention

The University retains education records and personal information in accordance with its Records and Data Management policies. For more information or to contact us with questions, please visit the University of Phoenix Family Educational Rights and Privacy Act and Consumer Privacy Policy sections of this Academic Catalog.

Exceptions to Academic Policy - Student Appeals Center

Requests for exceptions to academic policy must be submitted in writing to the Student Appeals Center (SAC). Exceptions may be granted based upon academic rationale and the student's individual circumstances. Students must provide the reason(s) why an exception should be granted, refer to each specific policy being appealed, and provide all relevant supporting documentation. The SAC determines the eligibility of the request and whether it will go forward.

If a student's initial SAC appeal is denied, that decision may be reviewed by a SAC 2nd Level Committee if the student provides new information not previously considered.

SAC decisions are ineligible for appeal through any other entity within University of Phoenix (UOPX).

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option. This allows candidates to earn a preliminary credential in Multiple Subject or Single Subject by completing an internship and the supervised student teaching component and teaching performance assessments.
- The California Early Completion Option consists of credit-bearing, non-degree coursework. Candidates are not completing a University of Phoenix (UOPX) certificate or degree.
- The California Early Completion Option requires:

- Completion of the following coursework (120 pre-service hours):

  MAED/TED 08 CA and MAED/TED 9CA
  Multiple Subject: MTE 511; ELM 533; ELL 500; MTE 512; RDG 556; ELM 532
  Single Subject: MTE 511; SEC 533; ELL 500; MTE 512; RDG 558; SEC 532

- Upon successful completion of required Early Completion Option (ECO) coursework and completion of additional requirements as determined by the California Commission on Teacher Credentialing (CCTC) and listed on the ECO checklist, students are eligible to apply for the intern credential.
- Early Completion Option students enrolled in this option must validate a full-time student teaching experience (minimum 17 weeks) as the teacher of record.
  - Students must successfully complete 17 weeks of supervised student teaching experience. Candidates will be assigned a faculty supervisor by the University throughout the program and their student teaching experience.
  - Students will be assigned a mentor at the school site for the duration of their district contract.
  - Students must earn a B or better in each of the student teaching seminars. Grades of "B-" are not accepted. Students who fail to receive a minimum grade of "B" in each of the student teaching seminars will not earn quality points, as the grade is considered a failing grade.
  - Students have only one opportunity to successfully complete the student teaching experience.
- Early Completion Option students who have completed coursework but have not met their Institutional Recommendation (IR) requirements within the contracted school year, may not be eligible to maintain their internship credential.
- Early Completion Option students must pass the Teacher Performance Assessment (edTPA), Task 1 on their first attempt before being eligible for the intern credential. Additionally, the remaining edTPA Tasks must be passed on their first attempt and within one year of being issued the intern credential. Students who do not pass any of the edTPA Tasks on their first attempt must transition to the CA internship option in the MAED/TED CA programs.

Non-Degree Students

Students who wish to complete one or more courses with the University without enrolling in a degree or certificate program are considered non-degree students and will be enrolled under the Non-Degree (ND) admission status. Non-degree students are subject to all institutional policies, except those that indicate they are specific to degree-seeking or certificate-seeking students. Non-degree students can only enroll in courses associated with a degree or certificate program that has been approved in their state or jurisdiction of residency. Non-Degree courses are divided into the following categories:

- General education or elective for-credit courses that are not currently part of a required course of study for a degree or certificate program.
- Courses that are part of a required course of study for a degree or certificate program.

- For-credit courses that are part of an extension offering for a college or non-credit-bearing courses that are part of a Continuing Education offering.
  - Students may not have any Continuing Education for Educators (COLEXT-ED) coursework apply to any program requirements (including general education, interdisciplinary, elective, or required course of study requirements) unless that coursework was completed prior to the Enrollment Agreement sign date for a degree or certificate program.

Enrollment of international students into non-degree courses in any of the three categories will only be made as permitted by US law. University of Phoenix (UOPX) will not enroll into non-degree courses a resident of, or individual located in, a country that is subject to any of the sanctions programs administered by the US Office of Foreign Assets Control ("OFAC") nor any individual that has been designated a: Specially Designated National ("SDN"), Foreign Sanctions Evader ("FSE"), Blocked Person, Denied Person, or other similar classification, as defined by US Law. For the purposes of this policy an international student is defined as a non-US citizen or a student with a non-US (including US territories) address. Applicants fitting this definition must complete an International Student Acknowledgement, which includes consent for background screening and the applicant's consent to allow the University to process the applicant's personal information.

University of Phoenix does not market its educational services to individuals in certain countries. Individuals who reside in such jurisdictions will not be enrolled or admitted unless they are a US citizen or are affiliated with the US Military, subject to OFAC (Office of Foreign Assets Control) restrictions.

Non-degree students may complete an unlimited number of courses; however, non-degree students will not be awarded a degree or certificate unless they are officially admitted into a degree or certificate program. Non-degree students who are admitted into a degree program will need to meet the following credit residency requirements:

- 18 credits toward a graduate degree required course of study completed after admission into the degree program.
- 30 credits toward an undergraduate degree required course of study completed after admission into the degree program.

Except for courses in the College of Nursing, non-degree students will not be held to minimum grade requirements applicable to students in a certificate or degree program. They will receive credit for a course as long as they do not receive a failing grade. However, if they later choose to enroll in a certificate or degree program with the University, those students would be held to the higher minimum grade requirements for those courses in order to receive credit for them in the program.

To enroll in for-credit courses that are classified as general education, elective, or part of a required course of study for a degree or certificate program, non-degree students must meet the following eligibility and academic preparedness requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the student attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test)

  Unofficial or official transcripts showing proof of successful completion of at least one course that is acceptable for transfer from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or a recognized foreign institution or ABA accredited institution may be submitted in place of proof of high school completion.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement.

  English Language Proficiency Requirement

  Applicants who completed high school/secondary school outside of the US, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 9 on the TOEFL Essentials exam, or a score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
  - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.
  - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
  - Possess a valid US teaching license

- Successfully completed thirty (30) transferable, academic semester credits at a college or university in the US with approved institutional accreditation, or the equivalent of thirty transferable academic semester credits at a recognized institution in a country where English is the official language, or where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a citizen of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted asylum status
  - Have been granted refugee status
  - Have a valid F1 Visa
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (student's visa type must be TPS).
- Applicants who reside in Canada must meet one of the following requirements for admission:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- Applicants must not have been expelled from UOPX or other institutions.
- Some for-credit courses have additional academic preparedness requirements for non-degree students.
  - Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). If the prerequisites were satisfied with UOPX coursework a transcript would not be required. To satisfy a prerequisite the course must meet the following criteria:
    - have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation,
    - have been completed with a grade of "C-" or better if completed at another institution, or with a passing grade if completed at UOPX.
    - be comparable in content and must be an equivalent level or higher level course
  - Non-degree students who wish to complete graduate level courses that are part of the required course of study for a degree or certificate program must provide proof of completion of an undergraduate degree or higher from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
  - Additional academic preparedness requirements for specific courses by college:

College of Business and Information Technology: Concurrent Enrollment Program Courses

Students enrolled in an approved BSM Pathway Agreement Institution Concurrent Enrollment Program (CEP) or BSIT Pathway Agreement Institution CEP may be scheduled for non-degree courses as outlined on the BSM Pathway Agreement Transfer Pathway Guides or the BSIT Pathway Agreement Transfer Pathway Guides.

College of Health Professions Individual Concurrent Enrollment Program Courses

Students enrolled in an approved BSHM Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the BSHM Pathway Agreement Transfer Pathway Guides.

College of Social and Behavioral Sciences Individual Counseling Non-Degree Courses

- Non-degree students with a graduate degree in counseling or related field (e.g., Psychology, school counseling, school psychology, gerontology counseling, rehabilitative counseling) may complete a maximum of four (4) graduate level courses from the available counseling course selection. The academic leadership responsible for the administration of counseling courses programs may waive prerequisite coursework with the appropriate graduate degree and/or clinical experience.
- Non-degree students who are not alumni of a UOPX counseling program are not eligible to complete Internship and practicum coursework and no appeals will be accepted.
- Applicants to the Master of Science in Counseling (MSC) programs may complete the Graduate Portfolio I course as required for admission to their MSC program. Students who do not pass the Graduate Portfolio I course will be denied admission to the MSC program and may retake the course in 30 days. A student failing Graduate Portfolio I on the second attempt must wait 6 months before the next re-attempt. Students will be required to follow the Supplemental Standards referral process before their third re-attempt. Passing the Graduate Portfolio I is limited to a total of three attempts. If the student does not meet the minimum grade requirement on the third attempt, they will be denied admission and administratively withdrawn from the MSC program.

College of Nursing Individual Nursing Non-Degree Courses

Students enrolled in an approved RN-BSN Pathway Agreement Institution Concurrent Enrollment Program (CEP) may be scheduled for non-degree courses as outlined on the RN-BSN Pathway Agreement Transfer Pathway Guides.

RN-BSN Pathway Agreement CEP students are required to achieve a minimum grade of "C" (2.0) in their non-degree nursing courses. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the non-degree nursing CEP courses will be scholastically disqualified from the University. Students who fail to achieve the minimum grade requirement on a second course will be scholastically suspended, permanently withdrawn.

RN-BSN Pathway Agreement CEP students who have been scholastically disqualified will not be allowed to continue until they have taken the following steps: (E6)

- Met with the Campus College Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Completion of the Academic Progression Student Agreement form, signed by the student and returned to Campus College Chair, or designee.
- Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

In addition to any course prerequisites required for non-degree students enrolling in nursing courses, students must provide documentation of a valid, unrestricted / unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted / unencumbered through the duration of the program. Applicants from the following territories must hold a RN license obtained by taking the US NCLEX-RN exam. Students must provide documentation showing successful completion of the US NCLEX-RN exam:

- Guam
- American Samoa
- Northern Mariana Islands
- US Virgin Islands
- Puerto Rico

Non-degree students enrolling in master's level nursing courses must provide documentation of an undergraduate degree or higher with an upper division major in nursing from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable undergraduate bachelor's degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Non-degree students enrolling in doctoral level nursing courses must provide documentation of a master's degree or higher in nursing (MSN or MN) from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or equivalent graduate degree or higher earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

College of Doctoral Studies Individual Doctoral Non-Degree Courses

Non-degree students enrolling in doctoral courses must provide proof of completion of a graduate degree from a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation, or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.,- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

COVID-19 Related Interim Policy Exceptions

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

- **Leave of Absence (LOA) Requests:** LOA requests related to the COVID-19 pandemic will be treated as an unforeseen circumstance until the end of the first payment period that begins after the COVID-19 national emergency is rescinded.

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UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Potential students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

Undergraduate students who have served in the United States military must submit their Joint Services Transcript (JST) or a transcript from a military university or college (Community College of the Air Force and US service academies) with approved institutional accreditation. If these documents are unavailable, American Council on Education Registry Transcripts (AARTS and SMARTS) or discharge papers (DD-214) will be accepted. This is a requirement if students will be applying for VA educational assistance.

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

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing programs.

Official Transcript Time Limits

All official transcripts must show an issuance date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 9 on the TOEFL Essentials exam, or a score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

  -or-
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

  -or-
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

  -or-
  - Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.

  -or-
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

  -or-
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

  -or-
  - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.

  -or-
  - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a citizen of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted asylum or refugee status.
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (applicant's visa type must be TPS).
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
- A signed Enrollment/Disclosure Agreement.
- Signed Hardware/Software Agreement
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Anyone who has been expelled from UOPX is not eligible for readmission to UOPX. No appeals will be accepted.
- Students enrolled in programs that are not administered under the risk free period policy*, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

* Programs administered under the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Residency Requirements and Course Waivers for Bachelor Programs

Please see the program for any additional program specific residency requirements and course waivers. The following does not apply to nursing and education programs.

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at University of Phoenix.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Life Experience Journals credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

University Orientation Workshop - Effective 11-1-2010 to 1-1-2019

Applicants to designated undergraduate programs requiring the University Orientation Workshop for admission who list less than 24 previous college credits as recognized by the University on the admissions application are required to successfully complete the three week University Orientation Workshop (UNIV 100 for online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

- **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.

- **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation Workshop requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation Workshop. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.
- **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

OC and ON completion statuses are not considered grades and will not be calculated in the GPA.

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

Risk Free Period Policy

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously attended a credit-bearing course with the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in week four or after of their first course, at which point the trial period ends.

Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a "W" grade for the course which will be documented on the University of Phoenix transcript.

Programs that are eligible for the risk free period policy are indicated as such in the "General Information" section of the program's policy in the catalog.

Academic Progression Requirements

Phoenix Success Series

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- In addition to GEN 201, Pathway A students are required to complete 3 credits of College Composition (which will contribute to fulfillment of the General Education requirements).
- Following GEN 201, Pathway B students are required to complete coursework in the remaining Phoenix Success Series (PSS) categories, which will contribute to fulfillment of the General Education and Elective requirements. The PSS must be completed within the first six courses upon enrollment and prior to beginning the required course of study.

Phoenix Success Series content area requirements	Credits	PSS Course Selection
Foundations for University Success (Required Program Course)	3	GEN 201
Psychology	3	PSY 110
College-Level Writing & College-Level Research/ Writing	6	ENG 110 ENG 210
Critical Thinking	3	HUM 115
Science	3	SCI 163T

Phoenix Success Series Preferred Sequence and Prerequisites - Enrollment Agreements, Program Change Agreement, or Re-Entry Acknowledgement signed 4/1/2024 or later

GEN 201 .... 3 credits
Foundations for University Success
SCI 163T ~... 3 credits
Elements of Health and Wellness
PSY 110 ~ .... 3 credits
Psychology of Learning
ENG 110 ~ .... 3 credits
English Composition I
HUM 115 ~ .... 3 credits
Critical Thinking in Everyday Life
ENG 210 ~ .... 3 credits
English Composition II

- Concurrent enrollment is prohibited during any of the PSS courses.

University Proficiency Requirements

Undergraduate students must satisfy math and English proficiencies as an academic progression requirement in their program.

Students have the following options to fulfill proficiency:

- Successful completion of UOPX math and English courses designated as applicable to the proficiency requirement
- Comparable approved institutional accredited transfer coursework, or credit recommended by the American Council on Education transfer coursework that meets the following requirements:
  - Grade of C- or better (or academic equivalent)
  - At least 2 semester credits
  - Eligible to receive general education credits
- National College Credit Recommendation Service (NCCRS) credit recommendations
- Achieve a passing score (as established by the American Council on Education) on a comparable National Testing Program (NTP) exam.
- Demonstrate competency by meeting the minimum passing score on a UOPX approved placement exam.

Students who satisfy the English and/or math proficiency and sign a new Enrollment Agreement may carry forward the completed proficiency into their new program/version provided they have remained in continuous attendance according to the University's Academic Program Re-entry policy.

Math Pathways

College deans determine the appropriate baseline math courses necessary for student success. The designated Math Pathway(s), which is a series of two math courses in the same subject area that build upon each other, will be outlined within each program's policies. Students who are completing math coursework at UOPX must complete the designated Math Pathway for their program or higher-level applicable math coursework.

The University offers the following Math Pathways:

- Mathematics for Elementary Educators
  - This pathway may only be satisfied using the math courses specified in the program policy for designated College of Education programs.
- Quantitative Reasoning
  - This pathway may be satisfied by completing two Quantitative Reasoning courses or with coursework applicable to College Algebra or Calculus.
- Statistics
  - This pathway may be satisfied by completing two Statistics courses or with coursework applicable to College Algebra or Calculus.
- College Algebra
  - This pathway may be satisfied by completing two College Algebra courses or with coursework applicable to Calculus.
- Calculus
  - This pathway may only be satisfied by completing two Calculus courses (or courses higher than Calculus).

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of General Education in ensuring student success in the classroom, the workplace, and the community. The General Education curriculum, which is developed through the College of General Studies, provides instruction that focuses on Liberal Arts, Humanities, Science, and Mathematics.

Undergraduate General Education requirements emphasize exposure to and exploration of topics in a variety of General Education categories. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and navigate social, technological, scientific, and cultural change.

General Education Student Learning Outcomes

- In addition to the knowledge and skills related to the University Learning Goals, graduating students should attain certain knowledge, skills, and abilities within the various General Education categories. Therefore, students should be able to demonstrate the following learning outcomes by the time they complete their General Education requirements:
- Students will apply effective communication skills in a variety of contexts.
- Students will utilize quantitative reasoning skills for a variety of purposes.
- Students will utilize scientific thinking and inquiry skills for a variety of purposes.
- Students will apply critical and creative thinking skills in a variety of contexts.
- Students will apply intercultural and interpersonal awareness in a variety of contexts.

General Education Categories

The curriculum within the General Education catalog is comprised of traditional categories. The required number of credits in each category varies by program and may be found within the program specific requirements. The General Education categories and curriculum ensure that students are exposed to content essential to a baccalaureate experience. Categories within General Education curriculum are as follows:

Communication Arts, credit requirements vary by program. Course work in Communication Arts focuses on the development and application of writing, speaking, collaboration, and interpersonal communication skills.

English/Language Arts, credit requirements vary by program. Course work in English/Language Arts focuses on the development and application of writing, speaking, collaboration, and interpersonal communication skills.

Mathematics, credit requirements vary by program. Course work in Mathematics develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program.

Course work in Social Sciences promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program.

Course work in Social Studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, economics, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program.

Course work in Humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credit requirements vary by program.

Course work in Fine Arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Science/Technology, credit requirements vary by program.

Course work in Science/Technology provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the Science/Technology requirement. Certain courses in geography or aerospace studies that emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses that focus on human physiological processes.

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

Liberal Arts, credit requirements vary by program.

Students will pursue additional breadth in the Liberal Arts by selecting courses from any of the categories listed above.

Interdisciplinary, credit requirements vary by program.

To fulfill this requirement, students may select additional General Education courses, or any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the categories listed and to facilitate their exposure to a field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add breadth to their academic and professional knowledge base.

Program Length

Associate Programs

The established "normal time" to complete a program is as follows: General Studies - 104 weeks, Health Professions - 106 weeks, Social and Behavioral Sciences - 90 to 109 weeks, Business and Information Technology - 104 to 106 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

Bachelor Programs

The established "normal time" to complete a program is as follows: Education - 206 to 222 weeks, General Studies - 204 to 206 weeks, Health Professions - 150 to 204 weeks, Nursing - 155 to 201 weeks, Nursing (Competency Based) - 48 weeks, Social and Behavioral Sciences - 200 to 225 weeks, Business and Information Technology - 200 to 240 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Social and Behavioral Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, social work, criminal justice and security, and public administration. The College provides innovative, relevant, and student-focused educational programs designed to prepare students for opportunities of service and leadership in the fields of social and behavioral sciences. These programs are developed and taught by highly skilled practitioners in their respective fields who emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Through individual and collaborative work in theory and practice, students can acquire the knowledge and skills needed for today's work environment.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Criminal Justice Administration is to equip adult learners with a fundamental understanding of the essential components comprising the American criminal justice system. Students will learn basic management, administrative and financial skills relative to criminal justice agencies. The program also strives to familiarize students with current trends, research techniques, and problem-solving methods in the discipline. This program is designed to bridge the gap between theory and practical application through core instruction in criminal justice as it is represented in the domains of law enforcement, criminal courts, and corrections.

For more information about this program and career outcomes, please visit our website at https://www.phoenix.edu/online-criminal-justice-degrees/criminal-justice-administration-bachelors-degree.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Social and Behavioral Sciences graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply administrative practices within the criminal justice system.
- Apply professional dispositions and ethical conduct in criminal justice administration.
- Analyze procedures within criminal justice programs and public policies.
- Integrate research and theories in criminal justice administration.
- Evaluate innovative strategies for serving diverse populations within the criminal justice system.

Program Purpose

The University's Criminal Justice programs are educational degree programs. These programs do not prepare students to become certified peace officers. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal, tribal or international agency, there are numerous additional qualifications (and often disqualifications), depending on the position. Before enrolling in a Criminal Justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements and disqualifications.

Preferred Sequence and Prerequisites for the BSCJA

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

CJA 316 ~ .... 3 credits
Survey of Criminal Justice
CJA 326 ~ .... 3 credits
Ethics in Criminal Justice
CJA 336 ~ .... 3 credits
Diversity in Criminal Justice
CJA 346 ~ .... 3 credits
Theories of Criminology and Victimology
CJA 356 ~ .... 3 credits
Organizational Behavior and Management
CJA 376 ~ .... 3 credits
Interagency Communication
CJA 386 ~ .... 3 credits
Research Statistics
CJA 416 ~ .... 3 credits
Budget, Finance, and Planning
CJA 426 ~ .... 3 credits
Grant Writing and Funding
CJA 436 ~ .... 3 credits
Mental Health Services and Crisis Intervention
CJA 446 ~ .... 3 credits
Criminal Justice Policy Analysis and Program Evaluation
CJA 456 ~ .... 3 credits
Contemporary Issues and Futures in Criminal Justice
CJA 476 ~ .... 3 credits
Criminal Justice Problem-Solving Methods
CJA 486 ~ .... 3 credits
Administration Capstone

The University reserves the right to modify the required course of study.

The Bachelor of Science in Criminal Justice degree program does not satisfy the requirements of the Minnesota Police Officer Standards and Training Board. Students will not qualify to be a police officer nor sit for the licensing exam in Minnesota upon successful completion of this program. The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal, tribal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

The University's security and criminal justice programs are educational degree programs. For those interested in pursuing a career in law enforcement, corrections or as a peace officer with any particular local, state, federal, tribal or international agency, there are numerous additional qualifications (and often disqualifications) depending on the position. Before enrolling in a security and criminal justice program, potential students are highly encouraged to check with the relevant agency for a complete list of position requirements. The University makes no representations regarding whether any particular University program will qualify a graduate for any such position.

General Information for the BSCJA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
  - ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSCJA

All applicants are expected to meet the following admissions requirements:
- Signed Acknowledgement Form

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Required Course of Study: 42 credits
  - Electives: 42 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.00.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration

Academic Progression Requirements for the BSCJA

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.
- The capstone course (CJA 486) may not be taken concurrently with any other BSCJA required course of study courses.

Residency Requirements and Course Waivers for the BSCJA

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 12 credits from their required course of study.

The following course in the required course of study may not be waived: CJA 486

General Education Requirements for the BSCJA

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning; or 6 credits of statistics; or 6 credits of college algebra; or 6 credits of calculus

Science and Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Pathway B must include: 3 credits in science

Note: The 3 credits in science required for Pathway B students satisfies the 3 credits in physical or biological sciences requirement.

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN/201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

• University of Phoenix coursework
• Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use elective credits to waive the balance. Students must use elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Criminal Justice/Security Masters Pathway for the BSCJA

Bachelor of Science in Criminal Justice Administration students who want to transition into the University's Master of Science/Administration of Justice and Security (MS/AJS) or Master of Public Administration (MPA) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MS/AJS Pathway Courses

AJS 505 ~ .... 3 credits
Foundations of Justice and Security
AJS 515 ~ .... 3 credits
Criminological Theory and Risk Mitigation
AJS 525 ~ .... 3 credits
Cybercrime and Information Security

MPA Pathway Courses

MPA 503 ~ .... 3 credits
Public Administration Institutions and Processes
COM PA523 ~ .... 3 credits
Communications for Public Administrators
LAW PA513 ~ .... 3 credits
Law and Public Administration

Re-entry for the BSCJA

• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
• Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
• Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
• Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
• No appeals will be accepted for re-entry to an expired program.
• Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to core values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff and faculty member should have a commitment to learning, intellectual diversity, embracing innovation and improving society. We should empower excellence while acting with integrity, and treating others as we would like to be treated.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and abilities to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, communications, diversity and inclusion, economics, finance, business law and ethics, management, marketing, organizational behavior, business analytics, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through a business capstone course.

For more information about this program and career outcomes, please visit our website at

https://www.phoenix.edu/online-business-degrees/business-bachelors-degree.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate decision-making skills to address business needs.
- Integrate business concepts and principles to advance organizational goals.
- Analyze interrelationships among distinct functional areas of an organization.
- Analyze logistics involved in global business operations.

BSB Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 .... 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 221 .... 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 ~ .... 3 credits
Organizational Behavior for Managers

MGT 316 ~ .... 3 credits
Managing with a Global Mindset

Accounting, 6 total credits

ACC 290 ~ .... 3 credits
Principles of Accounting I

ACC 291 ~ .... 3 credits
Principles of Accounting II

Diversity and Inclusion, 3 total credits

LDR 320 ~ .... 3 credits
Inclusive Leadership: Diversity in the Workplace

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ .... 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ .... 3 credits
Principles of Microeconomics

ECO 372 ~ .... 3 credits
Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Business Statistics, 3 total credits

QNT 375 ~ .... 3 credits
Business Data Analytics

Business Capstone, 3 total credits

BUS 475 ~ .... 3 credits
Integrated Business Topics

The University reserves the right to modify the required course of study.

General Information for the BSB

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
  - ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSB

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree, lower division certificate, and/or upper division certificate. Listed below are all of the possible en-route credentials:
  - Associate of Arts with a Concentration in Business Fundamentals
  - Business Analytics Certificate
  - Financial Planning Certificate
  - Human Resource Management Certificate
  - Leadership and Management Certificate
  - General Management Certificate
  - Marketing Certificate
  - Operations Management Certificate
  - Project Management Certificate
  - Small Business Management and Entrepreneurship Certificate
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
  - Course waivers are within the en-route program's waiver limit
  - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.

- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSB

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Required Course of Study: 42 credits
  - Electives: 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning; or 6 credits of statistics; or 6 credits of college algebra; or 6 credits of calculus

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Pathway B must include: 3 credits in science

Note: The 3 credits in science required for Pathway B students satisfies the 3 credits in physical or biological sciences requirement.

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSB for Students Obtaining an Associates En-Route Credential

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning; or 6 credits of statistics; or 6 credits of college algebra; or 6 credits of calculus

Science and Technology, 6 credits
Must include at least three (3) credits in the physical or biological sciences
Pathway B must include: 3 credits in science
Note: The 3 credits in science required for Pathway B students satisfies the 3 credits in physical or biological sciences requirement.
Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Social Science, 6 credits
Pathway B must include: 3 credits in psychology
Additional Liberal Arts, 6 credits
Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSB

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSB

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of stan-

dard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 12 credits from their required course of study.

The following course(s) may not be waived: BUS 475

Business Master's Pathway for the BSB

Bachelor of Science in Business students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~ .... 3 credits
Managing in a Changing Environment
ORG 535 ~ .... 3 credits
People and Organizations
LDR 535 ~ .... 3 credits
Leading Change

MM Pathway Courses

MGT 526 ~ .... 3 credits
Managing in a Changing Environment
ENT 527 ~ .... 3 credits
Opportunity Assessment and Innovation
LDR 535 ~ .... 3 credits
Leading Change

Re-entry for the BSB

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross- functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effective-ness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, pro-ductivity, and effectiveness. Upon completion of the program, stu-dents will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

For more information about this program and career outcomes, please visit our website at https://www.phoenix.edu/online-business-degrees/business-management-bachelors-degree.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you com-plete this program.

- Evaluate management principles necessary for organizational effectiveness.
- Evaluate the effectiveness of processes used to achieve organizational goals.
- Integrate key problem-solving strategies in the analysis and recommendation of business decisions.
- Analyze interrelationships among distinct functional areas of an organization.

Program Category Requirements, Preferred Sequence and Prerequisites for the BSM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Management, 6 total credits

MGT 312 ....3 credits
Organizational Behavior for Managers
MGT 362~...3 credits
Change Management and Implementation

Ethics and Social Responsibility, 3 total credits

ETH 321 ~...3 credits
Ethical and Legal Topics in Business

Leadership, 3 total credits

LDR 300 ~...3 credits
Innovative Leadership

Operations, 3 total credits

OPS 330 ~ ....3 credits
Strategic Operations and Logistics

Economics, 3 total credits

ECO 372 ~ ....3 credits
Principles of Macroeconomics

Project Management, 3 total credits

PM 350 ~...3 credits
Organizational Project Management

Finance, 3 total credits

FIN 370 ~...3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~...3 credits
Marketing

Strategy, 3 total credits

MGT 498 ~ ....3 credits
Strategic Management

The University reserves the right to modify the required course of study.

General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
  - ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BSM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Required Course of Study: 30 credits
  - Electives: 54 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Management

General Education Requirements for the BSM

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning; or 6 credits of statistics; or 6 credits of college algebra; or 6 credits of calculus

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Pathway B must include: 3 credits in science

Note: The 3 credits in science required for Pathway B students satisfies the 3 credits in physical or biological sciences requirement.

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

• University of Phoenix coursework

• Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSM

• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.

• Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.

• Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSM

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

• The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

• The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

• The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 6 credits from their required course of study.

The elective requirement may be satisfied by any of the following means:

• Any upper and/or lower division UOPX coursework.

• Previously completed UOPX graduate coursework.

• Any upper division, lower division, and/or graduate transfer activity that is acceptable for transfer.

The following course(s) and their equivalents may not be waived: MGT 498

Business Master's Pathway for the BSM

Bachelor of Science in Management students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MM Pathway Courses

MGT 526 ~ .... 3 credits
Managing in a Changing Environment
ENT 527 ~ .... 3 credits
Opportunity Assessment and Innovation
LDR 535 ~ .... 3 credits
Leading Change

MBA Pathway Courses

MGT 526 ~ .... 3 credits
Managing in a Changing Environment
ORG 535 ~ .... 3 credits
People and Organizations
LDR 535 ~ .... 3 credits
Leading Change

Re-entry for the BSM

• Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.

• Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.

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

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) is designed to provide knowledge and skills necessary to an accounting career. Topics include, key accounting and business coursework, financial accounting, managerial accounting, and auditing and taxation. In addition to Generally Accepted Accounting Principles (GAAP), the program also covers the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for a career in accounting. The program also addresses professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment.

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student's specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

For more information about this program and career outcomes, please visit our website at
https://www.phoenix.edu/online-business-degrees/accounting-bachelors-degree.html

Program Purpose

The Bachelor of Science in Accounting degree (BSA) prepares students with the financial skills they need to help organizations run efficiently, along with specialized skills in managerial accounting, estate taxation, advanced topics in accounting research and more. This program does not lead to any certification or licensure including Certified Financial Planner (CFP) or Certified Public Accountant (CPA).

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate generally accepted accounting principles throughout the accounting cycle.
- Evaluate accounting and financial information to make business decisions.
- Integrate ethical, legal, and accounting standards and assumptions into financial practices.
- Integrate business practices into accounting and financial operations.

Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ....3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 221 ....3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 ~ ....3 credits
Organizational Behavior for Managers
MGT 316 ~ ....3 credits
Managing with a Global Mindset

Diversity and Inclusion, 3 total credits

LDR 320 ~..3 credits
Inclusive Leadership: Diversity in the Workplace

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ ....3 credits
Ethical and Legal Topics in Business

Accounting, 6 total credits

ACC 290 ~..3 credits
Principles of Accounting I
ACC 291 ~..3 credits
Principles of Accounting II

Economics, 6 total credits

ECO 365 ~ ....3 credits
Principles of Microeconomics
ECO 372 ~ ....3 credits
Principles of Macroeconomics

Business Statistics, 3 total credits

QNT 375 ~ .... 3 credits
Business Data Analytics

Finance, 3 total credits

FIN 370 ~ .... 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ .... 3 credits
Marketing

Strategy, 3 total credits

BUS 475 ~... 3 credits
Integrated Business Topics

Accounting Information Systems, 3 total credits

ACC 316 ~... 3 credits
QuickBooks

Managerial Accounting, 3 total credits

ACC 326 ~... 3 credits
Managerial Accounting

Cost Accounting, 3 total credits

ACC 349 ~... 3 credits
Cost Accounting

Intermediate Accounting, 9 total credits

ACC 421 ~... 3 credits
Intermediate Financial Accounting I
ACC 422 ~... 3 credits
Intermediate Financial Accounting II
ACC 423 ~... 3 credits
Intermediate Financial Accounting III

Taxation, 6 total credits

ACC 455 ~... 3 credits
Corporate Taxation
ACC 456 ~... 3 credits
Individual/Estate Taxation

Government and Nonprofit Accounting, 3 total credits

ACC 460 ~... 3 credits
Government and Non-Profit Accounting

Auditing, 6 total credits

ACC 491 ~... 3 credits
Contemporary Auditing I
ACC 492 ~... 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits

ACC 497 ~... 3 credits
Advanced Topics in Accounting Research
The University reserves the right to modify the required course of study.

General Information for the BSACC

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
  - ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSACC

Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:

- Associate of Arts with a Concentration in Business Fundamentals

Students may apply for conferral of an en-route credential upon meeting the following program requirements:

- Successful completion of all the courses outlined in the enrollment agreement for the credential
- Achievement of the minimum program GPA
- Fulfillment of the minimum University residency requirement
- Course waivers are within the en-route program's waiver limit
- Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.

Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSACC

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Required Course of Study: 78 credits
  - Electives: 6 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning; or 6 credits of statistics; or 6 credits of college algebra; or 6 credits of calculus

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Pathway B must include: 3 credits in science

Note: The 3 credits in science required for Pathway B students satisfies the 3 credits in physical or biological sciences requirement.

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use elective credits to waive the balance. Students must use elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSACC

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSACC

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 30 credits from their required course of study.

The following courses in the Required Course of Study may not be waived: ACC 497, BUS 475

Business Master's Pathway for the BSACC

Bachelor of Science in Accounting students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to two (2) of the following courses (or a direct equivalency) as part of their electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~ ....3 credits

Managing in a Changing Environment

ORG 535 ~ ....3 credits

People and Organizations

MM Pathway Courses

MGT 526 ~ ....3 credits

Managing in a Changing Environment

ENT 527 ~...3 credits

Opportunity Assessment and Innovation

Re-entry for the BSACC

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.

- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs and en-route credentials depend on student demand and other factors. Not all programs and en-route credentials may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Communication prepares students for a variety of professional roles that require effective communication skills across diverse organizations. The program's curriculum, built in close collaboration with industry and academic experts, emphasizes theory and application in the domains of interpersonal, intercultural, organizational, corporate, public relations, mediation, and social media communication.

For more information about this program and career outcomes, please visit our website at https://www.phoenix.edu/online-liberal-arts-degrees/communication-bachelors-degree.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate theories and best practices to determine communication strategies.
- Develop communication plans for diverse purposes.
- Evaluate strategies for implementing communication plans in a variety of environments.
- Evaluate communication effectiveness for a variety of contexts.

Program Category Requirements, Preferred Sequence, and Prerequisites for the BS/COM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Foundations of Human Communication, 3 total credits

BSCOM 100 .... 3 credits
Introduction to Communication

Logic and Rhetoric, 3 total credits

BSCOM 210 ~ .... 3 credits
Logic and Rhetoric

Writing, 3 total credits

BSCOM 230 ~ .... 3 credits
Storytelling

Communication Technology, 3 total credits

BSCOM 250 ~ .... 3 credits
Communication Technology

Interpersonal Communication, 3 total credits

BSCOM 310 ~ .... 3 credits
Interpersonal Communication

Mass Communication, 3 total credits

BSCOM 320 ~ .... 3 credits
Mass Communication and Media

Organizational Communication, 3 total credits

BSCOM 340 ~ .... 3 credits
Organizational Communication

Journalism, 3 total credits

BSCOM 350 ~ .... 3 credits
Journalism: Writing for Impact

Social Media Communication, 3 total credits

BSCOM 370 ~ .... 3 credits
Social Media Communication

Corporate Communication and Public Relations, 3 total credits

BSCOM 380 ~ .... 3 credits
Corporate Communication and Public Relations

Technical Communication, 3 total credits

BSCOM 400 ~ .... 3 credits
Technical Communication

Global and Intercultural Communication, 3 total credits

BSCOM 420 ~ .... 3 credits
Global and Intercultural Communication

Negotiation, Mediation, and Diplomacy, 3 total credits

BSCOM 450 ~ .... 3 credits
Negotiation, Mediation, and Diplomacy

Communication Capstone, 3 total credits

BSCOM 480 ~ .... 3 credits
Applied Communication Capstone

General Information for the BS/COM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
  - ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Degree Requirements for the BS/COM
- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 36 credits
  - Required Course of Study: 42 credits
  - Electives: 42 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Communication

General Education Requirements for the BS/COM

A minimum of 36 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning; or 6 credits of statistics; or 6 credits of college algebra; or 6 credits of calculus

Science and Technology, 6 credits

Must include at least three (3) credits in the physical or biological sciences

Pathway B must include: 3 credits in science

Note: The 3 credits in science required for Pathway B students satisfies the 3 credits in physical or biological sciences requirement.

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Must include: GEN 201

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/COM
- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BS/COM

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 12 credits from their required course of study.

The following courses in the Required Course of Study may not be waived: BSCOM 480

Business Master's Pathway for the BS/COM

Bachelor of Science in Communication students who want to transition into the University's Master of Business Administration (MBA) or Master of Management (MM) degree programs may complete up to three (3) of the following courses (or a direct equivalency) as part of their interdisciplinary or electives credits which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MBA Pathway Courses

MGT 526 ~ ....3 credits
Managing in a Changing Environment
ORG 535 ~...3 credits
People and Organizations
LDR 535 ~...3 credits
Leading Change

MM Pathway Courses

MGT 526 ~ ....3 credits
Managing in a Changing Environment
ENT 527 ~...3 credits
Opportunity Assessment and Innovation
LDR 535 ~...3 credits
Leading Change

Re-entry for the BS/COM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. The program covers fundamental and advanced knowledge in core technologies such as information technology, networking and cloud infrastructure, data, cybersecurity, programming and other supporting IT principles.
For more information about this program and career outcomes, please visit our website at
https://www.phoenix.edu/online-information-technology-degrees/information-technology-bachelors-degree.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Students will apply key principles of systems analysis and design to selected business processes within the organization in order to implement effective information systems.
- Students will employ network and data solutions to align with key business requirements and industry best practices to improve organizational IT operations.
- Students will be able to design and develop key database models aligning with business requirements for storage, retrieval and use of data.
- Students will implement cybersecurity solutions that comply with global governance best practices.
- Students will demonstrate an ability to evaluate, design, and implement application programs to meet business processes.

Program Category Requirements for the BSIT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Information Technology, 6 total credits

CIS 207 .... 3 credits
Information Systems Fundamentals
BSA 385 ~.. 3 credits
Intro to Software Engineering

Business Systems and Implementation, 6 total credits

BSA 375 ~.. 3 credits
Fundamentals of Business Systems Development
CMGT 410 ~ .... 3 credits
Project Planning and Implementation

Networking, 6 total credits

CYB 205 ~ .... 3 credits
Infrastructure Administration
NTC 362 ~.. 3 credits
Fundamentals of Networking

Data, 6 total credits

DAT 210 ~.. 3 credits
Data Programming Languages
DAT 305 ~.. 3 credits
Data Structures for Problem Solving

Cybersecurity, 6 total credits

CYB 100 .... 3 credits
Cyber Domain
CYB 110 ~ .... 3 credits
Foundations of Security

Programming, 6 total credits

CYB 130 ~ .... 3 credits
Object-Oriented Scripting Language
PRG 211 ~.. 3 credits
Algorithms and Logic for Computer Programming

Capstone, 3 total credits

BSA 425 ~.. 3 credits
BSIT Capstone

Upper Division Information Systems and Technology Electives, 12 total credits

The University reserves the right to modify the required course of

study.

General Information for the BSIT

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
  - ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:
- Signed Hardware/Software Agreement
- Applicants who have previously completed a Associate of Arts or Associate of Science degree from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education (including Phoenix Success Series, College Composition, and Math Pathways), and math and English proficiency requirements without any course content or timeframe restrictions. The transfer coursework will be applied as a block at the time of admission to the program.
  Applicants utilizing this policy will need to meet the following conditions:
  - Satisfy the entry course sequence (GEN 201), unless otherwise stated in policy.
  - Complete a minimum of 6 credits of Information Systems and Technology elective coursework.
  - Complete a minimum of 12 credits of upper division Information Systems and Technology elective coursework.
  - Meet all prerequisite or state specific content requirements as outlined in the General Education Requirements and Program Category Requirements and Prerequisites policy sections for their BSIT program.

Degree Requirements for the BSIT

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 45 credits
  - Required Course of Study: 39 credits
  - Upper Division Information Systems and Technology Electives: 12 credits
  - Electives: 18 credits
  - Information Systems and Technology Electives: 6 credits
- A minimum of 30 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Information Technology

General Education Requirements for the BSIT

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits
Must include: 6 credits of quantitative reasoning; or 6 credits of statistics; or 6 credits of college algebra; or 6 credits of calculus
Science & Technology, 3 credits
Must include at least three (3) credits in the physical or biological sciences
Pathway B must include: 3 credits in science
Note: The 3 credits in science required for Pathway B students satisfies the 3 credits in physical or biological sciences requirement.
Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: GEN 201
Social Science, 6 credits
Pathway B must include: 3 credits in psychology
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 12 credits
Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/ Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.
With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University

The 6 credit Information Systems and Technology Electives requirement may be satisfied by any of the following means:
- Lower Division or Upper Division IS&T UOPX coursework.
- Previously completed Lower Division and Upper Division IS&T coursework.
- Lower Division or Upper Division Certificate approved in the student's state or jurisdiction.
- Lower Division or Upper Division IS&T transfer activity that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BSIT

- Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
- Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
- Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Residency Requirements and Course Waivers for the BSIT

- Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.
- Students in this program may waive a maximum of 24 credits from their required course of study.
- The 12 credit Upper Division Information Systems and Technology Electives requirement may be satisfied by any of the following means:
  - Upper Division IS&T UOPX coursework.
  - Previously completed Upper Division or Graduate IS&T coursework.
  - Upper Division Certificate approved in the student's state or jurisdiction.
  - Upper Division or Graduate IS&T transfer activity that is acceptable for transfer and was completed within the past five (5) years from current program enrollment agreement sign date.
- The following course(s) may not be waived: BSA 425

Information Systems Masters Pathway

Bachelor of Science in Information Technology students who want to transition into the University's Master of Information Systems (MIS) degree program may complete up to three (3) of the following courses (or a direct equivalency) as part of their electives which are required for degree completion. The pathway courses may be taken only after completion of the required course of study.

MIS Pathway Courses

CMGT 545 ~ .... 3 credits
Influence and Leadership in Tech
CMGT 554 ~ .... 3 credits
IT Infrastructure
CMGT 555 ~ .... 3 credits
Systems Analysis and Development

Re-entry for the BSIT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase. According to the Bureau of Labor Statistics, job growth for medical and health services managers is projected to be 28 percent, much faster than average, from 2021 to 2031.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle tomorrow's challenges.

The BLS Projected Growth for 2021-2031 is published by the U.S. Bureau of Labor Statistics. This data reflects the BLS' projections of national (not local) conditions. These data points are not specific to University of Phoenix students or graduates.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that prepares the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum addresses the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena. Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, risk and quality management, human resources, and information systems. Upon completion of the core curriculum health care students have the opportunity to select an area of focus that is designed to expand their professional opportunities.

For more information about this program and career outcomes, please visit our website at https://www.phoenix.edu/online-healthcare-degrees/health-administration-bachelors-degree.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate a health care organization from a market-based perspective.
- Evaluate financial and economic issues in the health care industry.
- Evaluate the impact of legal and regulatory requirements on the delivery of health care.
- Evaluate the application of risk and quality management concepts in the health care industry.
- Analyze the utilization and application of technology within a health care organization.
- Evaluate management and adaptable leadership skills in the health care industry.

BSHA Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

BSHA Foundation Courses

HCS 120 ~ *(Prerequisite Required for Pathway B Only)* . 3 credits
Medical Terminology for Health Care Professionals

HCS 131 ~ .... 3 credits
Business Communication Skills for Health Care Professionals

HCS 235 ~ .... 3 credits
Health Care Delivery in the U. S.

HCIS 140 ~ .... 3 credits
Fundamentals of Electronic Health Records

BSHA Core Courses

HCS 305 ~ .... 3 credits
Health Care Professional Development

HCS 335 ~ .... 3 credits
Health Care Ethics and Social Responsibility

HCS 325 ~ .... 3 credits
Health Care Management

HCS 370 ~ .... 3 credits
Organizational Behavior

HCS 341 ~ .... 3 credits
Human Resources in Health Care

HCS 380 ~ .... 3 credits
Health Care Accounting

HCS 385 ~ .... 3 credits
Health Care Finance

HCS 490 ~ .... 3 credits
Health Care Consumer - Trends and Marketing

HCS 457 ~ .... 3 credits
Public and Community Health

HCS 483 ~ .... 3 credits
Health Care Information Systems

HCS 451 ~ .... 3 credits
Health Care Quality Management and Outcomes Analysis

HCS 465 ~ .... 3 credits
Health Care Research Utilization

HCS 499 ~ .... 3 credits
Health Care Strategy Capstone

BSHA Health Administration Electives

The electives below are intended for students earning their Associates en-route to the BSHA or students pursuing the BSHA with no en-route credential.

Students may satisfy the 15 credit Upper Division Health Administration Electives using the courses below and their respective equivalencies. Students earning a certificate en-route will fulfill the 15 credit Upper Division Health Administration Electives using the certificate coursework.

The College of Health Professions recommends students select and complete all courses within one elective track.

General Health Administration Elective Track:

HCS 430 ~..3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 446 ~..3 credits
Facility Planning
HCS 455 ~..3 credits
Health Care Policy: The Past and the Future
HCS 456 ~..3 credits
Risk Management
HCS 475 ~..3 credits
Leadership and Performance Development

Health Information Systems Track:

HCIS 410 ~ ....3 credits
Project Planning and Implementation in Health Care
BSA 376 ~ ....3 credits
Systems Analysis and Design
NTC 361 ~ ....3 credits
Network and Telecommunications Concepts
DBM 381~ ....3 credits
Database Concepts
HCIS 420 ~ ....3 credits
Information Systems Risk Management in Health Care

Lifespan Management Track

LSM 404 ~ ....3 credits
Introduction to Lifespan Management
LSM 412 ~ ....3 credits
Management within the Lifespan Industry
LSM 417 ~ ....3 credits
Regulations in Lifespan Management

The University reserves the right to modify the required course of study as necessary.

General Information for the BSHA

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the University) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.

- Applicants who disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate degree or higher, or 39 or more completed credits from a college or university with approved institutional accreditation on their admission application will be placed in Pathway B.
  - ACE recommended military credit will be calculated as part of the 39 or more completed credits for pathway placement.
- Students who are placed in Pathway A may choose to complete courses from Pathway B and will not be required to change pathways. Students who are placed in Pathway B must appeal to pursue Pathway A.

En-Route Credentials for the BSHA

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor's degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree and/or upper division certificate.
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
  - Course waivers are within the en-route program's waiver limit
  - Completion of all en-route credential requirements, including any course retakes needed to ensure the en-route credential GPA requirement is met, prior to conferral of the bachelor's degree.
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 45 credits
  - Required Course of Study (BSHA): 51 credits
  - Upper Division Health Administration Electives: 15 credits
  - Electives: 9 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Health Administration

General Education Requirements for the BSHA

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Pathway A must include: 3 credits of College Composition

Pathway B must include: 6 credits in college-level research and writing

Mathematics, 6 credits

Must include: 6 credits of quantitative reasoning; or 6 credits of statistics; or 6 credits of college algebra; or 6 credits of calculus

Science and Technology, 6 credits

Must include: HCS 245

Note: HCS 245 may be fulfilled with transfer coursework with comparable or similar content to: Medical Nursing, Surgical Nursing, Anatomy and/or Physiology, Pathophysiology, Disease Management, and Population Health.

Pathway B must include: 3 credits in science

Humanities, 6 credits

Pathway B must include: 3 credits in critical thinking

Must include: GEN 201

Social Science, 6 credits

Pathway B must include: 3 credits in psychology

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 9 credits

Any credit that is not being applied to the primary major as a waiver may be applied to the lower division electives/ Interdisciplinary requirement. Physical Education activity credits are limited to four (4) credits.

With the exception of GEN 201, General Education and Elective course requirements may be satisfied using any of the following means:

• University of Phoenix coursework
• Activity that is acceptable in transfer to the University

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Students may use coursework worth a minimum of two semester credits to satisfy the three credits for HCS/245 provided it is comparable with content similar to one of the following: Medical Nursing, Surgical Nursing, Anatomy and/or Physiology, Pathophysiology, Disease Management, and Population Health. Students will be required to make up the credits with other Science and Technology General Education credits to meet the minimum requirements.

MHA Pathway Policy for the BSHA

Bachelor of Science in Health Administration (BSHA) students who want to transition into the Masters of Health Administration (MHA) degree program may complete a maximum of six (6) graduate-level credits as part of their Elective requirement. These courses may only be taken after the completion of the required course of study.

MHA 505 .... 3 credits
Systems Thinking in health care environments
MHA 507 .... 3 credits
Leveraging informatics in the health sector
MHA 508 .... 3 credits
Navigating the regulatory environment in health care
MHA 542 .... 3 credits
Leading with authenticity in the health sector
MHA 560 .... 3 credits
Creating a sustainable legacy: healthy communities

Academic Progression Requirements for the BSHA

• Students placed in Pathway A or Pathway B are required to successfully complete GEN 201 prior to proceeding into additional coursework in their programs.
• Following GEN 201, Pathway B students must complete the requirements outlined in the Phoenix Success Series policy.
• Students must satisfy the proficiency requirements outlined in the University Proficiency Requirements policy.

Minimum Grade Requirements for the BSHA

• Students in this program are required to achieve a minimum grade of "C" (2.0) in course listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
  • HCS 499 Health Care Strategy Capstone
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the BSHA program.

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits come from a combination of the Required Course of Study, General Education, and Electives completed at UOPX.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous credit bearing activity in transfer which meets the following criteria:

- The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Experiential Journal credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational Pathway Agreement (EPA) students may be able to waive courses outside of standard course waiver policy requirements to facilitate seamless transfer for Associate degree completers.

Students in this program may waive a maximum of 15 upper division credits from their required course of study.

Students may also waive 12 lower division credits from the required course of study.

The Upper Division Health Administration Elective requirement may be satisfied by any of the following means:

- Approved UOPX Health Administration Elective coursework.
- Upper division Certificate approved in the student's state or jurisdiction.

The following course(s) may not be waived: HCS 305, HCS 499

Re-entry for the BSHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

COLLEGE OF NURSING

Programs in the College of Nursing are designed to support the career advancement and educational needs of registered nurses, who are looking to expand their professional horizons. In an era of unprecedented and disruptive change in the health care industry- from shifting patient demographics, to the emergence of new models like telemedicine and various health care treatment options and modalities, to an increasingly complex licensing and credentialing environment-today's nurses must work hard to navigate the changes and remain on the leading-edge of their professions.

Whether you are a registered nurse looking to bolster your credentials to meet today's higher standards, or an advanced-practice nurse seeking to expand your knowledge and take on greater leadership challenges, The University of Phoenix® College of Nursing will equip you with the deep industry insight and up-to-the-minute knowledge and skills you need to become the nurse tomorrow needs.

Accreditation- College of Nursing Programs

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

International Nursing Honor Society

The mission of Sigma is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The honor society provides products and services that advance the learning and professional development of members and all nurses who strive to improve the health of the world's people.

University of Phoenix, College of Nursing is a member of the Omicron Delta chapter of Sigma, a virtual chapter that supports members across the globe. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.

Sigma has more than 135,000 active members who reside in more than 100 countries. There are roughly 540 chapters at more than 700 institutions. To learn more about Sigma visit their website at www.nursingsociety.org. To learn more about the Omicron Delta chapter visit their website at https://omicrondelta.sigmanursing.org/home

Academic Progression Requirements for all Current Nursing Programs

License Requirement

All nursing program students must hold a valid, unrestricted/ unencumbered RN license in all states and jurisdictions in which the applicant holds an active nursing license. Students must also hold a valid and unrestricted/unencumbered RN license for the state in which they practice.

All active licenses must remain valid and unrestricted/unencumbered through the duration of the program. With the exception of Hawaii, students are allowed to practice nursing in a state or country where they are not licensed as long as they are practicing nursing in a federal facility. In Hawaii, students must possess a valid Hawaii license.

Scholastic Disqualification

Students who receive a non-passing grade in a Nursing CORE course (CORE courses are listed in the program description of the program handbook) will be required to meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns prior to retaking the course that placed the student on scholastic disqualification. Students will also be required to complete and sign an Academic Progression Student Agreement Form.

Drug Testing

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion of substance abuse, or otherwise indicates that the student may be impaired by drugs or alcohol without reasonable justification, will be required to undergo a "for-cause" 15-panel drug screen plus an alcohol drug test.

Bachelor of Science in Nursing

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The following Bachelor of Science in Nursing (BSN) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment advisor for more information.

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The Bachelor of Science in Nursing (BSN) is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse's role as researcher, practitioner, and leader. Using human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, professional skills, and knowledge to patient outcomes and health care systems.

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

For more information about this program and career outcomes, please visit our website at

https://www.phoenix.edu/online-nursing-degrees/rn-to-bsn-nursing-bachelors-degree.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Nursing graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Demonstrate evidence-based, holistic, patient centered care that reflects knowledge of the health-illness continuum.
- Implement appropriate health promotion and disease prevention strategies for diverse individuals, families, and populations across the life span.
- Demonstrate professional standards of moral, ethical, and legal conduct in health care industry.
- Apply leadership and organizational principles that promote safe health care delivery and nursing practice.
- Incorporate strategies that influence health policy at state, national, and international levels for the provision of safe, quality patient care.
- Integrate patient care communication and information technology systems in health care delivery to improve patient outcomes.
- Utilize interprofessional care coordination strategies to promote quality patient care.

Program Purpose

The Registered Nurse to Bachelor of Science in Nursing is a post-licensure education program designed for nurses with an active and unencumbered RN license who wish to obtain a bachelor's degree in the professional field of nursing. The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to make clinical decisions that will result in positive patient outcomes and support healthcare systems.

Preferred Sequence and Prerequisites for the BSN

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

NSG 302..3 credits
Professional Contemporary Nursing Role and Practice

NSG 416 ~ ....3 credits
Theoretical Development and Conceptual Frameworks

HSN 376 ~ ....3 credits
Health Information Technology for Nursing

NSG 451 ~ ....3 credits
Professional Nursing Leadership Perspectives

NSG 456 ~ ....3 credits
Research Outcomes Management for the Practicing Nurse

NSG 426 ~ ....3 credits
Integrity in Practice: Ethic and Legal Considerations

HSN 476 ~ ....3 credits
Healthcare Policy and Financial Management

*NSG 482 ~...3 credits
Promoting Healthy Communities

*NSG 486 ~...3 credits
Public Health: Health Promotion and Disease Prevention

NSG 468 ~ ....3 credits
Influencing Quality within Healthcare

NSG 498 ~ ....3 credits
Senior Leadership Practicum

Students residing in California are required to take NSG 482CA and NSG 486CA:

NSG 482CA ~ ....3 credits
Promoting Healthy Communities

NSG 486CA ~ ....3 credits
Public Health: Health Promotion and Disease Prevention

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the BSN

All applicants are expected to meet the following admissions requirements:

- Applicants must have documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.
- Completion of a nursing diploma; an associate degree in nursing or post-secondary diploma in nursing from a college or university with approved institutional accreditation or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- The Lower Division Nursing requirement will be satisfied using applicant's valid unrestricted/unencumbered RN license.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
- Signed Clinical Assurance Statement form
- Applicants transferring to University of Phoenix into an undergraduate RN to BSN program with a previously completed Associate of Arts degree (any emphasis), Associate of Applied Arts Degree with an emphasis in Nursing, an Associate of Science Degree with an emphasis in Nursing or an Associate of Applied Science Degree with an emphasis in Nursing from a college or university with approved institutional accreditation, will be considered as satisfying their lower division elective, general education, and math and English proficiency requirements without any course content or timeframe restrictions. Applicants utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their chosen program.
- RN-BSN Pathway Agreement Concurrent Enrollment Applicants Only: Applicants transferring to University of Phoenix with a completed Associate degree in nursing from an approved Pathway Agreement Institution will be eligible to satisfy lower division general education program requirements within their BSN as outlined on the RN-BSN Pathway Agreement Transfer Guide. Prior to enrolling into the BSN program applicants must:
  - Have a signed Concurrent Enrollment Memorandum of Understanding on file.
  - Complete NSG 302, NSG 416, NSG 426, and NSG 451 at the University of Phoenix under the ND-NURSE 001 Non-degree program code.
  - Meet all other BSN admission requirements.

Degree Requirements for the BSN

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education: 47 credits
  - Required Course of Study: 33 credits
  - Lower Division Nursing: 40 credits
- A minimum of 33 upper division credits.
- A maximum of 87 lower division credits
- A minimum grade point average (GPA) of 2.0.

- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.
- The diploma awarded for this program will read as: Bachelor of Science in Nursing

Academic Progression Requirements for the BSN

- All students enrolling in the BSN program will take NSG 302 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. If any RN license held by the student becomes restricted or encumbered, the student will be restricted from scheduling future courses and will be removed from any course they are currently attending.
- Satisfy University Proficiency Requirements
- All General Policies and Standards as listed in the Nursing Program Handbook must be met and verified prior to any clinical experience and must be maintained throughout the duration of all clinical activities.
- A clinical course may not be taken concurrently with any other course. The clinical courses in this program include: NSG 482, NSG 486, NSG 482CA, NSG 486CA.
- Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 15 panel, plus alcohol drug test.
- Students awarded an incomplete grade (I, IP, or IX) for a clinical course cannot proceed into their next course until they have completed all clinical hours and didactic requirements required to receive a passing grade. Additional information on the clinical courses is provided within the Nursing Program Handbook.

Minimum Grade Requirements for the BSN

- Students must successfully complete all required courses with a grade of "C" or better before proceeding to the next course. A "C-" grade is not acceptable. If students do not pass a required course with a "C" or better, they will be scholastically disqualified. Students who fail to achieve the minimum grade requirement when they retake the course will be scholastically suspended and permanently withdrawn from the program. Students are only permitted to repeat a course one time in their program; students who successfully complete the retake of a course while on scholastic disqualification, but then fail to achieve the minimum grade in a subsequent course, will be scholastically suspended and permanently withdrawn from the program.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have taken the following steps:

- Meet with the Program Chair, an assigned nursing faculty member, or designee to discuss the non-passing grade and resolve any concerns moving forward.
- Complete the academic progression student agreement form, which must be signed by the student and submitted to the Program Chair, or designee.
- Retake the course which placed them on scholastic disqualification and satisfy the grade requirement.

Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that a minimum of 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: NSG 451, NSG 456, NSG 468, NSG 482, NSG 486, NSG 482CA, NSG 486CA, and NSG 498

General Education Requirements for the BSN

A minimum of 47 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
ENG/220, equivalent or higher
Mathematics, 6 credits
Must include: 6 credits of statistics; or 6 credits of college algebra; or 6 credits of calculus
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits
Interdisciplinary Requirements, 11 credits
Any earned credit may be applied to the Interdisciplinary Component, with the exception of the following: credits applied to course(s) in the Required Course of Study as a waiver, equivalent course(s) to the BSN Required Course of Study, LD nursing credits from a nursing diploma or ADN program, and credits that apply to other areas of general education or the nursing Required Course of Study.

Physical Education activity credits are limited to four (4) credits.
Note: Six (6) upper division Nursing Pathway course credits may be applied to the interdisciplinary category.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Nursing Pathway for the BSN

Bachelor of Science in Nursing students who want to transition into the University's Master of Science in Nursing (MSN) degree programs may complete two (2) of the following courses as part of their elective credits which are required for degree completion. The nursing pathway courses may be taken only after completion of the required course of study.

Pathway Courses to MSN/ADM, MSN/NED, MSN/INF

NSG 506..3 credits
Transition to Advanced Practice Nursing
NSG 507..3 credits
Social Justice and Information Systems for Population Health

Re-entry for the BSN

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline, based on the maximum credit limit for their program level. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- An appeal will be required for re-entry if:
  - The student is requesting to return after being administratively withdrawn due to one of the following student academic statuses: academic disqualification (AD), scholastic suspension (SS), or scholastic disqualification (SD).
  - The student cannot complete their program within their program completion deadline and the program is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.

GRADUATE PROGRAMS

Admission Procedures

Application Process

Students seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first four courses under Applicant status. Students, however, must submit all admission documentation and gain unconditional admission status prior to the start of their fifth course. Students failing to submit all documentation prior to the end of the required time frame will be administratively withdrawn until formally admitted by the central Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Applicant status will be admitted to the degree program.

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

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee (if applicable). University staff will process all requests for transcripts on behalf of the student unless the transferring institution does not accept third party requests. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee (if applicable) covers the student's expense for requesting official transcripts.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Most graduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 9 on the TOEFL Essentials exam, or a score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-

  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-

  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-

  - Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.

-or-

  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-

  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

-or-

  - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.

-or-

  - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).

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- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a citizen of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted asylum or refugee status.
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (applicant's visa type must be TPS).
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- A signed Enrollment/Disclosure Agreement.
- Signed Hardware/Software Agreement
- Completion of any state-specific required documents or forms.
- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Anyone who has been expelled from UOPX is not eligible for readmission to UOPX. No appeals will be accepted.

Program Length

The anticipated "normal time" to complete a master level program is as follows: Education - 68 to 94 weeks, Health Professions (single degree) - 84 to 90 weeks, Health Professions (Competency Based) - 48 weeks, Health Professions (dual degree) - 117 weeks, Nursing (single degree) - 87 to 133 weeks, Nursing (MSN/FNP) - 150 weeks, Social and Behavioral Sciences (Criminal Justice, Psychology, Public Administration) - 72 to 104 weeks, Social and Behavioral Sciences (Counseling)
- 158 to 173 weeks, Business and Information Technology - 72 to 102 weeks, Business and Information Technology (Competency Based) - 48 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load successfully completes each attempted course and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

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COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY
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Consistent with the values, mission, and purpose of the University of Phoenix, the College of Business and Information Technology mission is to provide innovative, industry-relevant, and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success. Our goal is to make a difference in the lives of our students and their organizations. Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology will be a preferred source for finding and developing emerging leaders for organizations through the delivery of real-time education solutions that are relevant and immediately applicable to solving business challenges. The College of Business and Information Technology adheres to core values that are consistent with the University's values of Brave, Honest, and Focused. We believe that every staff and faculty member should have a commitment to learning, intellectual diversity, embracing innovation and improving society. We should empower excellence while acting with integrity, and treating others as we would like to be treated.

Master of Business Administration
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The following Master of Business Administration (MBA) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.
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The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is designed for students with an interest in entering or advancing their careers in business. The program reflects current research of leadership competencies as well as graduate business standards as reflected by existing international accreditation agencies. In addition to the University learning goals, the MBA program prepares students to do the following:

- Recognize and solve problems systematically to make better business decisions.
- Manage, develop, and motivate personnel to meet changing organizational needs. Discover how diversity and values strengthen working relationships and contribute to effective problem solving.
- Leverage technology in a global environment to create sustainable competitive advantage.
- Evaluate risks and develop plans to lessen or eliminate their impact.
- Develop awareness of one's own personal values and how they affect business decision making.
- Assess whether an organization's plans and actions are aligned to meet its values.
- Integrate knowledge and reach decisions with incomplete or limited information.

- Understand a broad range of theoretical and practical applications in business.

For more information about this program and career outcomes, please visit our website at https://www.phoenix.edu/online-business-degrees/master-business-administration-degree.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Integrate decision-making skills to deliver organizational value in dynamic environments
- Create strategies for sustainable organizational success that integrates the organization's mission and vision with societal values.
- Synthesize leadership skills to foster innovation and facilitate change in a dynamic business environment.
- Evaluate the global environment to sustain an organization's competitive advantage.
- Integrate managerial skills to support strategic execution in a rapidly changing business environment.

MBA Program Category Requirements and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Tier 1: Awareness, 15 total credits
Core Knowledge and Skill Development

MGT 526 .... 3 credits
Managing in a Changing Environment
ORG 535 ~ .... 3 credits
People and Organizations
LDR 535 ~ .... 3 credits
Leading Change
ECO 535 ~ .... 3 credits
The Digital Economy
ACC 543 ~ .... 3 credits
Managerial Accounting & Legal Aspects of Business

Tier 2: Create and Innovate, 18 total credits
Business Plan Dev. (Ability)

FIN 571 ~ .... 3 credits
Corporate Finance
DAT 565 ~ .... 3 credits
Data Analysis and Business Analytics
OPS 574 ~ .... 3 credits
Creating Value Through Operations
MKT 574 ~ .... 3 credits
Marketing: Social, Mobile, and Analytics

MGT 576 ~..3 credits
Opportunity Evaluation and Value Creation
STR 581 ~..3 credits
Strategic Planning & Implementation
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

- A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated in cumulative GPA for admissibility.

Degree Requirements for the MBA

The degree requirements for this program are the following:

- Completion of a minimum of 33 credits:
  - Program Content Areas: 33 credits
- A minimum GPA of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Business Administration

Academic Progression Requirements for the MBA

- Managing within a Changing Environment (MGT 526) must be taken as the first core course in the program.
- Strategic Planning & Implementation (STR/581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 24 graduate level credits at the University.
- Students in this program may waive a maximum of 9 credits from their required course of study.
- Students who are pursuing multiple UOPX degrees must complete 30 unique credits within the MBA 024 program to satisfy residency for MBA degree conferral.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.

- The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Upon approval by the College of Business and Information Technology, students may be able to waive certain Tier I courses outside of standard course waiver policy requirements through an approved Graduate PLA Package.
- The following courses may not be waived: MGT 526, STR 581
- The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option

- The doctoral pathway allows a master's degree student to substitute up to three (3) select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the selected doctoral degree program, students are eligible to satisfy required course(s) within the doctoral degree program.
- Students must earn a B- or better in the doctoral level courses in order to apply them toward the master's degree program and the doctoral degree program. Students who are allowed to apply a doctoral course with a grade lower than a B- to their master's program will need to retake the course in the doctoral program to achieve a B- grade.
- Student schedules may need to be adjusted, or students will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic counselor and finance advisor for further information.

Re-entry for the MBA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.

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

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COLLEGE OF HEALTH PROFESSIONS

As the health care industry expands and evolves at a rapid rate, jobs in health care administration business functions are expected to increase. According to the Bureau of Labor Statistics, job growth for medical and health services managers is projected to be 28 percent, much faster than average, from 2021 to 2031.

Whether you are already working in the field and looking to deepen your knowledge and advance in your profession, or if you are new to health care and want to gain the skills needed to launch a new career, The University of Phoenix® College of Health Professions will equip you with the leading-edge training you need to succeed in today's dynamic health care environment-and to effectively tackle tomorrow's challenges.

The BLS Projected Growth for 2021-2031 is published by the U.S. Bureau of Labor Statistics. This data reflects the BLS' projections of national (not local) conditions. These data points are not specific to University of Phoenix students or graduates.

Master of Health Administration

The following Master of Health Administration (MHA) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Health Administration v004 provides leaders and aspiring leaders in the health sector with the insight and skills necessary to drive the future of healthcare by facilitating cross-system transformation and improving outcomes for patients, populations, and providers. The program's curriculum, built via close collaboration with industry and academic experts, anticipates emerging needs trends in the health sector. Areas of inquiry include industry and organizational dynamics in the health sector, visioning the future, forming strategic relationships, leading with authenticity in health care systems, creating a sustainable personal legacy, and transformation and execution in diverse health system contexts.

For more information about this program and career outcomes, please visit our website at

https://www.phoenix.edu/online-healthcare-degrees/health-administration-masters-degree.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Health Professions graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Evaluate industry and organizational dynamics in the healthcare environment.
- Generate core business strategies based on innovative concepts developed in the program.
- Construct strategic relationships with diverse stakeholders across the health sector to achieve business objectives with a current or desired employer.
- Develop a leadership identity that reflects traits required in complex healthcare environments.
- Produce a personal legacy that fosters investment in people and the community to drive the future of health care.
- Foster the ability to create and execute operational improvement plans that address transformation, communication, and execution elements within the sector.

MHA Program Category Requirements Preferred Sequence and Prerequisites

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Organizational Dynamics in Health Care Systems, 12 total credits

MHA 505 .... 3 credits
Systems Thinking in Health Care Environments
MHA 506 ~ .... 3 credits
Ethical Marketing: The New Health Care Economics
MHA 507 ~ .... 3 credits
Leveraging Informatics in The Health Sector
MHA 508 ~ .... 3 credits
Navigating The Regulatory Environment In Health Care
MHA 598 ~ .... 3 credits
Leveraging Results To Build Brand In The Health Sector

Visioning the Future: Creating Industry Trends in the Health Sector, 6 total credits

MHA 515 ~ .... 3 credits
Scanning The Health Sector as an Industry Expert
MHA 516 ~ .... 3 credits
Operating in Structure: Health Sector Policy and Governance

Strategic Relationships, 3 total credits

MHA 520 ~ .... 3 credits
Sector Stakeholders: Identifying and Cultivating Alliances

Adaptive Leadership, 6 total credits

MHA 542 ~ .... 3 credits
Leading With Authenticity in The Health Sector
MHA 543 ~ .... 3 credits
Tackling The Talent War in The Health Sector

Personal Legacy and Investment in the Future of Health Care, 3 total credits

MHA 560 ~ .... 3 credits
Creating A Sustainable Legacy: Healthy Communities

Transformation and Execution, 6 total credits

MHA 599 ~ .... 3 credits
Capstone: Leading the Organization Through Change

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MHA

All applicants are expected to meet the following admissions requirements:
- A bachelor's degree or higher from a college or university with approved institutional accreditation, or that is a candidate for accreditation, or comparable bachelor's degree or higher earned at a recognized foreign institution or a master's degree or higher from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the applicant was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative GPA of 2.5 for all coursework listed on the degree posted transcript at the same level as the conferred degree (i.e., bachelor's, master's, or doctoral) is required for admission. Transfer coursework that was earned outside of the institution that conferred the degree will not be calculated into the cumulative GPA for admissibility.
- A minimum equivalent of three (3) years of full-time, professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA
- Completion of a minimum of 36 credits:
  - Program Content Areas: 36 credits
- A minimum program grade point average (GPA) of 3.0.
- Concentrations are reflected on the transcript only and will not appear on the diploma.
  The diploma awarded for this program will read as:
  Master of Health Administration

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a college or university with approved institutional accreditation, or that is a candidate for approved institutional accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MHA 599

Students who have successfully completed the below certificates prior to enrollment in the standard MHA program (no concentration) may waive the listed course with the final course from their certificate. These approved waivers will not count toward the maximum waiver limit in the program.
- CERT/G-HCP - MHA 508
- CERT/G-HCS - MHA 560
- HCI - MHA 507

The College of Doctoral Studies offers a pathway opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program.

Doctoral Pathway Option
- The doctoral pathway allows a master's degree student to substitute up to three (3) select graduate level courses, or their equivalents, with designated doctoral level courses. Upon admission to the selected doctoral degree program, students are eligible to satisfy required course(s) within the doctoral degree program.
- Students must earn a B- or better in the doctoral level courses in order to apply them toward the master's degree program and the doctoral degree program. Students who are allowed to apply a doctoral course with a grade lower than a B- to their master's program will need to retake the course in the doctoral program to achieve a B- grade.
- Student schedules may need to be adjusted, or students will need to overlap courses since doctoral courses are eight weeks in length. Students should speak with their academic counselor and finance advisor for further information.

Minimum Grade Requirements for the MHA
- Students in this program are required to achieve a minimum grade of "C" (2.0) in courses listed below. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University: MHA 542, MHA 599
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Re-entry for the MHA

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

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COLLEGE OF EDUCATION

The College of Education offers graduate level degree and nonde-gree courses designed for future teachers and current educators. These programs are developed and taught by skilled practitioners who work in their respective fields, and emphasize knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Each program blends theory and practice through a combination of individual and collaborative work to fos-ter a learning environment that allows students to build their knowledge base and apply what they have learned to impact stu-dent learning one educator at a time. Graduate students may choose to pursue a major in a variety of areas. Graduate, nondegree programs offer options for select state-specific certificates/endorsements designed for current educators. Students/applicants are responsible for checking both the university's licensure page and their state Department of Education and/or school district to determine specific credentialing requirements.

Master of Arts in Education/Educational Studies

The following Master of Arts in Education/Educational Studies (MAED/ES) program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the develop-ment of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: This program is not eligible for Federal Student Financial Aid funds.

Program Purpose

The Master of Arts in Education/Educational Studies is a graduate degree program intended for students who have completed all coursework from a UOPX initial licensure program with the exception of the student teaching courses. The program does not prepare students for any type of professional certification or state licensure as a teacher. It is only intended as a degree completion option.

Program Category Requirements for the MAED/ES

Courses requiring prerequisites are identified by a ~ symbol fol-lowing the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Students must select one course from each Elective category selec-tion below to complete the 6 credit requirement:

Elective One, 3 total credits

AET 500 .... 3 credits
Foundations of Adult Learning Theory
AET 552 .... 3 credits
Marketing Adult Education
AET 560 .... 3 credits
Facilitating Change
AET 562 .... 3 credits
Social Media for Professional Learning

Elective Two, 3 total credits

CUR 520 .... 3 credits
Advocating for Learning
CUR 525 .... 3 credits
Ethical Issues in Education
CUR 550 .... 3 credits
Engaging in Communities of Practice
CUR 555 .... 3 credits
Professional Learning for Continuous Improvement

The University reserves the right to modify the Program Require-ments.

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must have been admitted and officially evaluated into their UOPX previous pre-licensure program
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH
  Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.
- Applicants to this program must have completed all coursework from their UOPX previous pre-licensure program with the exception of both Student Teaching (Clinical Practice) courses.
- Applicants will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement or Re-Entry Acknowledgement sign date for the previous pre-licensure program is no more than ten (10) years in the past.

Degree Completion Requirements for the MAED/ES

- Completion of a minimum of *34 credits to earn a university degree:
  - Previous UOPX Pre-licensure MAED Credits: 28 credits
  - Educational Studies Electives: 6 credits

34 is the minimum number of credits for degree completion, based on the number of credits that could be completed in a previous UOPX pre-licensure program by a student eligible for admission to the Master of Arts in Education/Educational Studies program.

Students in this program may be required to complete up to 45 credits depending on the credits that were required for the previous UOPX pre-licensure program.

- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching (Clinical Practice) and receive a degree in any previous pre-licensure program at the University.
- The diploma awarded for this program will read as:
  Master of Arts in Education
  Educational Studies

Residency Requirement for the MAED/ES

Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits must be completed at University of Phoenix in order to meet residency.

Re-entry for the MAED/ES

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students are required to submit an appeal to the Student Appeals Center to re-enter the program. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry into an expired program.

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PROFESSIONAL PROGRAMS
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CREDIT-BEARING CERTIFICATE PROGRAMS
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The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, business, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements
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All applicants are expected to meet the following admission requirements:
- A completed and signed certificate application and application fee
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 9 on the TOEFL Essentials exam, or a score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.

-or-
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.

-or-
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

-or-
  - Achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.

-or-
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

-or-
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

-or-
  - Achieved a minimum passing score of 100 on the Duolingo English Test within two years of application to the University.

-or-
  - Achieved a minimum passing score of 170 on any one of the five acceptable Cambridge English Qualifications and Tests (no time frame required).
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a college or university with approved institutional accreditation in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
  - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
  - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
- Only applicants who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a citizen of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted asylum or refugee status.
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date (applicant's visa type must be TPS).
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
- A signed Enrollment/Disclosure Agreement.
- Signed Hardware/Software Agreement
- Completion of any state-specific required documents or forms.

- Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
- Anyone who has been expelled from University of Phoenix (UOPX) is not eligible for readmission to UOPX. No appeals will be accepted.
- Applicants are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean

Program Length

The established "normal time" to complete a certificate program is as follows: Education - 53 to 61 weeks, Health Professions - 21 to 40 weeks, Nursing (FNP certificate) - 138 weeks, Nursing (general) - 36 weeks, Social and Behavioral Sciences - 30 to 40 weeks, Business and Information Technology- 15 to 45 weeks. The ranges provided above account for possible concentrations and/or bridge versions available within the chosen degree program. The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes a full course load, successfully completes each attempted course, and does not have any transfer credits. Students may exceed or complete prior to the anticipated "normal time" for a variety of reasons that are individual to the student.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY

Marketing Certificate (Undergraduate)

The following certificate program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Marketing certificate addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The program builds upon the foundational marketing course and allows further study in the areas of consumer behavior, marketing research, public relations, product and brand management, and small business marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

For more information about this program and career outcomes, please visit our website at https://www.phoenix.edu/online-business-certificates/marketing.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Analyze market research used to make business decisions
- Develop marketing strategies that are based on reliable marketing data and concepts

Required Course of Study for the CERT/MKT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MKT 421 .... 3 credits
Marketing
MKT 435 ~ .... 3 credits
Consumer Behavior
MKT 498 ~ .... 3 credits
Integrated Marketing Strategy
Students must choose 3 of the following:
BRM 353 ~ .... 3 credits
Product and Brand Management
MKT 411 ~ .... 3 credits
Green Marketing
MKT 438 ~ .... 3 credits
Public Relations
MKT 441 ~ .... 3 credits
Marketing Research

MKT 444 ~ .... 3 credits
Hospitality Marketing
MKT 440 ~ .... 3 credits
Fundamentals of Digital Marketing

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MKT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MKT

- Completion of a minimum of 18 credits:
  - Required Course of Study: 9 credits
  - MKT Certificate Electives: 9 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.

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- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 6 credits from their required course of study.
- The following course(s) may not be waived: MKT 498

Re-entry for the CERT/MKT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Human Resource Management Certificate (Undergraduate)

The following certificate program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Human Resource Management certificate prepares students to develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The program addresses the legal and ethical components of the decision making process involved in the human resources environment. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

For more information about this program and career outcomes, please visit our website at https://www.phoenix.edu/online-business-certificates/human-resource-management.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply human resource policies and procedures to solve business problems
- Evaluate ethical and legal considerations to make business decisions in human resource management
- Implement human resource practices within the total organization to address staffing needs

Required Course of Study for the CERT/HRM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

HRM 300 ....3 credits
Fundamentals of Human Resource Management
MGT 434 ~ ....3 credits
Employment Law
HRM 324 ~ ....3 credits
Total Compensation
HRM 420 ~ ....3 credits
Human Resource Risk Management
HRM 326 ~ ....3 credits
Employee Development
HRM 498 ~ ....3 credits
Strategic Human Resource Management and Emerging Issues
The University reserves the right to modify the required course of

study.

Additional Admission Requirements for the CERT/HRM

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits:
  - Required Course of Study: 18 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/ HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 6 credits from their required course of study.
- The following course(s) may not be waived: HRM 498

Re-entry for the CERT/HRM

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

General Management Certificate (Undergraduate)

The following certificate program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Management certificate emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The program provides students with the opportunity to examine the areas of innovation in business, human resource management, change management, organizational negotiations, and strategic management. Students will integrate advanced topics in management through real-world business application.

For more information about this program and career outcomes, please visit our website at https://www.phoenix.edu/online-business-certificates/general-management.html

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Apply the principles and practices of management in a competitive business environment to advance organizational goals
- Apply a creative problem-solving approach to address organizational challenges
- Apply business knowledge and skills to manage human and fiscal resources within an organization

Preferred Sequence and Prerequisites for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 ....3 credits
Organizational Behavior for Managers
MGT 498 ~..3 credits
Strategic Management

MGT Certificate Electives (Choose 4):

BRM 353 ~..3 credits
Product and Brand Management
CPMGT 300 ~ ....3 credits
Project Management
FIN 419 ~..3 credits
Finance for Decision Making
ISCOM 370 ~..3 credits
Strategic Supply Chain Management
MGT 445 ~..3 credits
Organizational Negotiations

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/MGT

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/MGT

- Completion of a minimum of 18 credits:
  - Required Course of Study: 6 credits
  - MGT Certificate Electives: 12 credits
- A minimum grade point average (GPA) of 2.0.
  - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
  - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MGT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 6 credits from their required course of study.
- The following course(s) may not be waived: MGT 498

Re-entry for the CERT/MGT

- Any student who has been out of attendance for more than 365 days from the last date of positive recorded attendance in a program applicable course is considered a re-entry student.
- Re-entry students may re-enroll into their program version without appeal if they can complete their program within their program completion deadline or if their program version is still the most current in their state or jurisdiction. Re-entry students will be able to return to their original modality only if their program version is still available in that modality.
- Re-entry students who cannot complete their program within their program completion deadline based on the maximum credit limit for their program level, whose program version is not the most current in their state or jurisdiction, will be required to enroll into the most current version.
- Re-entry students who cannot complete their program within their program completion deadline, who are not re-entering into the most current program version offered in their state or jurisdiction, may submit an appeal to the Student Appeals Center to re-enter any program that is not yet expired. Appeals will be considered on the merit of the appeal in conjunction with the institution's ability to offer and confer a degree with relevant academic currency in the field of the student's original program of study.
- No appeals will be accepted for re-entry to an expired program.
- Any program that leads to professional licensure or certification is exempt from this policy. Re-entry students who wish to re-enroll in a program that leads to professional licensure or certification should review their individual program's re-entry policies and consult the appropriate University representative for guidance.

Financial Planning Certificate (Undergraduate)

The following certificate program is offered at these University of Phoenix campus locations: Central Valley. The availability of programs depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information. This certificate is only available as an en-route credential to the Bachelor of Science in Business and must be completed via the Online modality.

The Finance Planning certificate emphasizes fundamental and advanced financial planning concepts, theories, and practices to promote well-informed personal financial decision making. Upon completion of this program, students will be able to examine the areas of personal finance planning, investment analysis and portfolio management, retirement and benefit planning, and insurance planning. Students will integrate advanced topics in financial planning through practical application.

For more information about this program and career outcomes, please visit our website at https://www.phoenix.edu/online-business-certificates/financial-planning.html

Program Purpose

This program does not lead to certification as a certified financial planner, or any other certification related to finance or financial planning.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, College of Business and Information Technology graduating students are intended to attain certain program-specific knowledge, skills and abilities. Therefore, you should be able to demonstrate the following learning outcomes by the time you complete this program.

- Examine areas of financial planning that can be used to improve decision making
- Analyze financial information to improve operational performance

Preferred Sequence and Prerequisites for the CERT/FINP

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

FIN 419 .... 3 credits
Finance for Decision Making
FIN 420 ~ .... 3 credits
Personal Financial Planning
FIN 486 ~ .... 3 credits
Strategic Financial Management
Students must choose 3 of the following:
FIN 366 ~ .... 3 credits
Financial Institutions
FIN 402 ~ .... 3 credits
Investment Fundamentals and Portfolio Management
FIN 422 ~ .... 3 credits
Retirement and Benefit Planning
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/FINP

A Credit Bearing Certificate program is one that bears UOPX credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas, or that is accredited, or a candidate for accreditation at the time the applicant attended, by an acceptable accrediting body; a foreign secondary institution completion credential; or a successfully completed state sanctioned test to include TASC (Test Assessing Secondary Completion), GED (General Education Development), CHSPE (California High School Proficiency Examination), or HiSET (High School Equivalency Test).

Certificate Completion Requirements for the CERT/FINP

- Completion of a minimum of 18 credits:
    - Required Course of Study: 9 credits
    - FINP Certificate Electives: 9 credits
- A minimum grade point average (GPA) of 2.0.
    - Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
    - Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Financial Planning (Undergraduate)

Residency Requirements and Course Waivers for the CERT/FINP

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 12 credits in the Required Course of Study, must be completed at University of Phoenix.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
    - The activity must have been completed at a college or university with approved institutional accreditation, or that is a candidate for accreditation, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
    - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
    - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Journal credit is not eligible to waive courses in the required course of study.
- Students in this program may waive a maximum of 6 credits from their required course of study.
- The following course(s) may not be waived: FIN 486

Re-entry for the CERT/FINP

- With the exception of AAEE, BSED/E, BSLS 01CA, LVN/BSN, LPN/BSN, and BSN, students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have less than 24 credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are required to enroll in the First-Year Sequence upon re-entry.
- Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork, are not required to enroll in the First-Year Sequence upon re-entry.
- Students who have been out of attendance for a period of more than 365 days from the last date of positive recorded attendance in a program applicable course, and who have 12 or more UOPX credits, and a total of 24 or more credits from a combination of UOPX credits, previous college credits listed on the initial application for admission, and any additional college credits listed on the re-entry paperwork will not be required to complete GEN/200 (or equivalent) upon re-entry.

TUITION AND FEES - GROUND CLASSROOM RATES

Tuition Guarantee

Students will receive their same tuition rate through their program completion deadline unless they change programs or program versions.

Tuition

Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Bachelor's Degree Programs (except BSN students who sign an Enrollment Agreement or Re-Entry Acknowledgement on or after 7/1/2020 - see below)	$398.00	$250.00	$350.00	$350.00
BSN students who sign an Enrollment Agreement or Re-Entry Acknowledgement on or after 7/1/2020	$350.00	$250.00	$350.00	$350.00
Master's Degree Programs (except MSC, MSN, and MAED - see below)	$698.00	$475.00	N/A	N/A
MSC programs (only applicable to New Students enrolled on or after 1/17/2018).	$698.00	$465.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$390.00	N/A	N/A
Undergraduate Certificate Programs	$398.00	$250.00	$350.00	N/A
Graduate Certificate Programs (except the programs listed below)	$698.00	$475.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$390.00	N/A	N/A
CERT/CTEL Program	$175.00	$175.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	$398.00	$250.00	$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	$350.00	$250.00	N/A	N/A

All fees are subject to change. Where applicable, sales tax will be added to fees, tuition, and material payments.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

FEES (Central Valley)

Type of Fee	Amount*	When Due
California Student Tuition Recovery Fund (STRF) (non-refundable)	Effective on April 1, 2024, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	The entire STRF assessment will be collected at the first payment of tuition and fees for the program.
Book and Material Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance	$ 50.00-$105.00	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
TB Test	$ 35.00-$139.00	
CBEST Examination	$ 30.00-$90.00	
CSET Examination	$ 72.00 - $297.00	
RICA	$ 57.00 - $171.00	
Internship Supervision Fee	$ 300.00	Student is responsible for the Internship Supervision Fee for each semester of supervised instruction (Spring and/or Fall) [effective 1/1/22 for CA]. Students will not be assessed a fee during the first semester as an approved intern
Portfolio Examination Fee	$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University
rEsource Fees+ (if applicable)		
Undergraduate++	$ 170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	$ 195.00	

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.

++Upon confirmation of eligibility, undergraduate students using Department of Defense military Tuition Assistance (TA) benefits for a course will not be charged a resource fee. Courses taken prior to 4/27/2020 are not eligible for the waiver. In limited circumstances, some undergraduate courses may require an additional textbook that is not covered by the Resource Fee. For a full listing of these University courses: https://www.phoenix.edu/online-courses/materials.html

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at some University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University

‡These charges are billed and collected by the National Student Clearinghouse for the applicable shipping, handling, and delivery of transcripts. University of Phoenix does not receive these funds.

Type of Fee (Continued)	Amount*	When Due
CLEP®/DSST Examination+++		Upon notification
Student Exam Fees	$ 20.00	
Military Exam Fees	$ 0.00	
Check Return Fee	$ 25.00	Upon notification.
Diploma/Certificate Rush	$ 45.00	Upon request.
Duplicate Diploma	$ 30.00	Upon request.
Duplicate Certificate	$ 15.00	Upon request.
Transcript	$ 15.00 (non-refundable)	Upon request.
Transcript via Electronic Transcript Exchange	$ 1.95 (non-refundable)	Upon request.
Transcript Shipping and Handling Fee‡	$ 2.85 (non-refundable)	Upon request.
Transcript Delivery Fees ‡		
Standard - US	$ 0.00	N/A
Standard - International	$ 5.00 (non-refundable)	Upon request.
Express - US	$ 39.00 (non-refundable)	Upon request.
Express - Canada/Mexico	$ 59.00 (non-refundable)	Upon request.
Express - International	$ 75.00 (non-refundable)	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.

++Upon confirmation of eligibility, undergraduate students using Department of Defense military Tuition Assistance (TA) benefits for a course will not be charged a resource fee. Courses taken prior to 4/27/2020 are not eligible for the waiver. In limited circumstances, some undergraduate courses may require an additional textbook that is not covered by the Resource Fee. For a full listing of these University courses: https://www.phoenix.edu/online-courses/materials.html

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‡These charges are billed and collected by the National Student Clearinghouse for the applicable shipping, handling, and delivery of transcripts. University of Phoenix does not receive these funds.

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TUITION AND FEES - ONLINE RATES

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Tuition and fees are listed in the price tables in the ensuing pages and are divided into two categories: Credit-Based Offerings and Direct Assessment Offerings.

Tuition Guarantee

Students will receive their same tuition rate through their program completion deadline unless they change programs or program versions.

Credit-Based Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
Associate Degree Programs	$398.00	$250.00	N/A	N/A
Bachelor's Degree Programs (except Competency-Based programs, or BSN students who sign an Enrollment Agreement or Re-Entry Acknowledgement on or after 7/1/2020 - see below)	$398.00	$250.00	$350.00	$350.00
BSN students who sign an Enrollment Agreement or Re-Entry Acknowledgement on or after 7/1/2020	$350.00	$250.00	$350.00	$350.00
Bachelor's Degree Programs - Competency-Based*	$300.00	$250.00	N/A	N/A
Master's Degree Programs (except MSC, MSN, MAED, and Competency-Based programs - see below)	$698.00	$575.00	N/A	N/A
MSC programs	$698.00	$550.00	N/A	N/A
MSN programs	$540.00	$475.00	N/A	N/A
MAED programs	$540.00	$475.00	N/A	N/A
Master's Degree Programs - Competency-Based*	$300.00	$300.00	N/A	N/A
Undergraduate Certificate Programs (except the programs listed below)	$398.00	$250.00	$350.00	N/A
CERT/APLUS	$290.00	$250.00	N/A	N/A
NETPLUS	$290.00	$250.00	N/A	N/A
Graduate Certificate Programs (except the programs listed below)	$698.00	$575.00	N/A	N/A
All College of Nursing Graduate Certificate Programs	$540.00	$475.00	N/A	N/A
ASC Program	$540.00	$475.00	N/A	N/A
CERT/CTEL Program *(For CA residents only)*	$175.00	$175.00	N/A	N/A
CERT/T2T-E Program	$280.00	$280.00	N/A	N/A
CERT/T2T-S Program	$280.00	$280.00	N/A	N/A
CERT/ECH Program	$400.00	$400.00	N/A	N/A
CERT/ALT-E Program *(For FL residents only)*	$275.00	$275.00	N/A	N/A
CERT/ALT-S Program *(For FL residents only)*	$275.00	$275.00	N/A	N/A
CERT/SPE	$540.00	$475.00	N/A	N/A

Credit-Based Program/Offering Type	Standard Tuition Cost Per Credit	Military Cost Per Credit	Alumni Cost Per Credit	Associate Transfer Cost Per Credit
CERT/AP-E	$540.00	$475.00	N/A	N/A
CERT/AP-S	$540.00	$475.00	N/A	N/A
CERT/AP-SE	$540.00	$475.00	N/A	N/A
CERT/G-ELM	$540.00	$475.00	N/A	N/A
CERT/G-SEC	$540.00	$475.00	N/A	N/A
CERT/G-SPE	$540.00	$475.00	N/A	N/A
Doctoral	$ 810.00	$650.00	N/A	N/A
Non-Degree Single Courses - Undergraduate Level (except the course types listed below)	$398.00	$250.00	$350.00	N/A
Nursing Single Courses (enrolled in on or after 7/1/2020) - Undergraduate Level	$350.00	$250.00	N/A	N/A
Non-Degree Single Courses - Graduate Level (except the course types listed below)	$698.00	$575.00	N/A	N/A
Nursing Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Education Single Courses - Graduate Level	$540.00	$475.00	N/A	N/A
Continuing Education for Educators	$175.00	$175.00	N/A	N/A

Direct Assessment Program/Offering Type	Tuition Cost Per Term
Bachelor's Degree Programs - Direct Assessment*	$2,500.00
Master's Degree Programs - Direct Assessment*	$2,749.00

All fees are subject to change. Where applicable, sales tax will be added to fees, tuition, and material payments.

* The University's Competency-Based and Direct Assessment programs are not eligible for any pricing discounts and cannot be combined with any employer benefit programs or University offer or promotion.

MILITARY‡

Students who are affiliated with the U.S. Armed Forces, as active-duty service members and family members of active duty and selected reserve will be charged the tuition rates listed in the 'Military Cost Per Credit' column of the table above.

ALUMNI‡

All alumni students who are applying to a new University of Phoenix bachelor program, undergraduate certificate program, or undergraduate non-degree single course; who have previously completed a degree program with University of Phoenix; whose account with the University is in good standing; and who didn't earn the previous degree as an en-route credential; will be charged the tuition rates listed in the 'Alumni Cost Per Credit' column of the table above. Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable alumni rate for this category and the standard tuition rate applies.

ASSOCIATE TRANSFER‡

Students who are applying to a University of Phoenix bachelor's degree program for the first time and who have earned an associate's degree from another college or university with approved institutional accreditation, or who are concurrent enrollment program (CEP) cohort students completing their Associate Degree in Nursing (ADN) and Bachelor of Science in Nursing (BSN) simultaneously, will be charged the tuition rates listed in the 'Associate Transfer Cost Per Credit' column of the table above, effective as of the date the associate's degree is verified on an official transcript by the Office of Admissions and Evaluation (except for CEP cohort students, who are eligible while still completing their ADN). Students in this category will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions.

An "N/A" designation for a particular program/offering type means there is no applicable associate transfer rate for this category and the standard tuition rate applies.

‡Students who receive a reduced tuition rate in one of the categories described above will not be eligible for any other tuition and/or fee reduction, waiver, benefit or offer. If a student wishes to use any other tuition and/or fee reduction, waiver, benefit or offer, it will only be applied to the University's standard tuition rate.

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FEES (Online)
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Type of Fee	Amount*	When Due
Master of Science in Counseling Assessment Portfolio Fees:		
CCMH 502	$ 150.00	
MFCC 502	$ 150.00	Due at orientation.
MFCC 503	$ 150.00	
MFCC 505	$ 150.00	
California Student Tuition Recovery Fund (STRF) (non-refundable) *Applies to California students only*	Effective on April 1, 2024, the STRF assessment rate is $0.00 per $1,000 of institutional charges, rounded to the nearest $1,000. For charges of $1,000 or less, the assessment is $0.00.	The entire STRF assessment will be collected at the first payment of tuition and fees for the program.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Additional Fees and Charges for Students Enrolled in Initial Teacher Licensure Programs		
Certificate of Clearance TB Test CBEST Examination CSET Examination RICA	$ 50.00-$105.00 $ 35.00-$139.00 $ 30.00-$90.00 $ 72.00 - $297.00 $ 57.00 - $171.00	Ranges of possible amounts that could be charged to students for these services. The actual fee charged will depend on the services provider/location the student chooses to use (these charges are paid directly to the third party service provider and not to the University)
Internship Supervision Fee	$ 300.00	Student is responsible for the Internship Supervision Fee for each semester of supervised instruction (Spring and/or Fall) [effective 1/1/22 for CA]. Students will not be assessed a fee during the first semester as an approved intern
Portfolio Examination Fee	$ 300.00	Amount charged for students who have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.

++Upon confirmation of eligibility, undergraduate students using Department of Defense military Tuition Assistance (TA) benefits for a course will not be charged a resource fee. Courses taken prior to 4/27/2020 are not eligible for the waiver. In limited circumstances, some undergraduate courses may require an additional textbook that is not covered by the Resource Fee. For a full listing of these University courses: https://www.phoenix.edu/online-courses/materials.html

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‡These charges are billed and collected by the National Student Clearinghouse for the applicable shipping, handling, and delivery of transcripts. University of Phoenix does not receive these funds

Type of Fee	Amount*	When Due
rEsource Fees+ (if applicable) *rEsource fees are not applicable to Competency-Eased and Direct Assessment programs.*		
Undergraduate++	$ 170.00	Due in accordance with the payment option chosen in Financial Options Guide.
Graduate	$ 195.00	
Doctoral	$ 205.00	
Continuing Education for Educators	$ 75.00	
DCE	$ 25.00	
CLEP®/DSST Examination+++		Upon notification.
Student Exam Fees	$ 20.00	
Check Return Fee	$ 25.00	Upon notification.
Diploma/Certificate Rush	$ 45.00	Upon request.
Duplicate Diploma	$ 30.00	Upon request.
Duplicate Certificate	$ 15.00	Upon request.
Transcript	$ 15.00 (non-refundable)	Upon request.
Transcript via Electronic Transcript Exchange	$ 1.95 (non-refundable)	Upon request.
Transcript Shipping and Handling Fee‡	$ 2.85 (non-refundable)	Upon request.
Transcript Delivery Fees ‡		
Standard - US	$ 0.00	N/A
Standard - International	$ 5.00 (non-refundable)	Upon request.
Express - US	$ 39.00 (non-refundable)	Upon request.
Express - Canada/Mexico	$ 59.00 (non-refundable)	Upon request.
Express - International	$ 75.00 (non-refundable)	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

+rEsource fees are mandatory and encompass course electronic textbooks and materials, the University library, eBook collection, math labs, programming software, the Centers for Math and Writing Excellence, and PhoenixLink. In limited circumstances, some courses may require an additional textbook that is not covered by the rEsource Fee. For a full listing of these University courses visit https://www.phoenix.edu/courses/course-materials.html.

++Upon confirmation of eligibility, undergraduate students using Department of Defense military Tuition Assistance (TA) benefits for a course will not be charged a resource fee. Courses taken prior to 4/27/2020 are not eligible for the waiver. In limited circumstances, some undergraduate courses may require an additional textbook that is not covered by the Resource Fee. For a full listing of these University courses: https://www.phoenix.edu/online-courses/materials.html

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CALIFORNIA STUDENT TUITION RECOVERY FUND (STRF)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market, Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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FACILITIES

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Arizona Locations

Phoenix Campus

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723

Online

Administrative Offices

4035 South Riverpoint Parkway
Phoenix, AZ 85040-0723
602 557-2000

California Locations

Central Valley Campus

45 River Park Place West
Fresno, CA 93720-1552
800 266-2107

Bakersfield Learning Center

4900 California Ave
Bakersfield, CA 93309-7018
800 266-2107

Sacramento Valley Campus

2860 Gateway Oaks Drive
Sacramento, CA 95833-4334
800 266-2107

Southern California Campus Main - Ontario

3110 E Guasti Road
Ontario, CA 91761-1219
800 888-1968

Pasadena Learning Center

299 N Euclid Avenue
Pasadena, CA 91101-1531
800 888-1968

Hawaii Locations

Hawaii Main Campus

949 Kamokila Blvd
Suite 101
Kapolei, HI 96707-2082
808 693-8686

Texas Locations

Dallas Campus

12400 Coit Road
Dallas, TX 75251-2004
972 385-1055

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  Phoenix Campus

John Grabarczyk, DBA
  Campus and Academic
  Director
  Dallas Campus

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FACULTY (California)

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....

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....

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Assistant Dean
Chris Jordan, DMA
Associate Dean
Susan Hadley, PhD
Jacquelyn Kelly, PhD

Campus Area Chairs
....

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- English
- Humanities, General Education, and History
- Mathematics
- Sciences

Faculty
....

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    Lamar University
Basinger, Matthew, MA
    University of Colorado at Colorado Springs
Becker, Joseph, MBA
    California State University - Fresno
Bishop, Paul, MA
    National University
Bolton, David, EDD
    University of Southern California
Brooks, Allan, MA
    East Carolina University
Brown, Lenis, EDD
    Northcentral University
Burgoyne, Sondra, MA
    California State University - Fullerton
Cameron, Susan, MDIV
    Fuller Theological Seminary
Carr, Firpo, PHD
    Northcentral University
Colclasure, Charles, MDIV
    Westminster Theological Seminary
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    Woodbury University
De La Pena, Rick, MBA
    National University
Eichmann, Kelly, PHD
    Walden University
Elseifi, Mohamed, PHD
    Virginia Polytechnic institute and State University
Elshorafa, Waleed, EDD
    Argosy University - Orange County
Frayne, Elizabeth, PHD
    Baylor College of Medicine
Gast, Monte, MA
    University of California - Los Angeles
Gauri, Indira, MA
    Loyola Marymount University

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    Alliant international University Los Angeles
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    University of San Francisco
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    Georgetown University
Jackson, Arika, EDD
    California State University - Fresno
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    Loyola University Chicago
Jouzi, Tariq, MCE
    California State University - Fullerton
Lee, Kenneth, PHD
    Columbia University in The City of New York
Leiken, Erana, MA
    University of Richmond
Lomeli, Cherry, MPH
    Loma Linda University

A-7

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    Seminary
Mcmanus, Julia, MA
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    Sacramento
Mickens, Astrid, DPH
    Loma Linda University
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    Colorado Technical
    University
Milliron, Randa, MA
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    California State University -
    Channel Islands
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Shumate, John, DMIN
    Biola University
Spier, Gerd, MA
    University of California -
    Berkeley
Stanziale, Rita, MAED
    California State University -
    Fresno
Swoboda, Joseph, MMIN
    Seattle University
Torres, Lawrence, MS
    California State University -
    Bakersfield
Ward, Catherine, MBA
    Pepperdine University
Wood, Shelly, JD
    Western State University
    College of Law
Young, Kenneth, MPA
    California State University -
    Chico

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

Deans

Dean
Christina Neider, EdD
Assistant Dean
Bryan Vallance, MBA
Associate Dean
Franzi Walsh, DBA
Sam Dutton, PhD
Sheila Babendir, EdD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
• Criminal Justice and Security
• Counseling
• Psychology and Human Services
• Public Administration
• Social Work

Faculty

Akins, Sheri, MS
    California State University - Bakersfield
Baird, John, PSYD
    Argosy University - Orange County
Banton, Christa, EDD
    Argosy University - Chicago
Beer, Adam, MA
    Antioch University
Burt, Barbara, MS
    University of La Verne
Cannon, Aaron, PHD
    Alliant international University Cornerstone
Carrier, Heather, MS
    California State University - Fresno
Chalvardjian, Cathia, MA
    Pepperdine University
Charm, Corine, PHD
    Pacifica Graduate institute
Crawford, Michelle, MA
    Pepperdine University
Elliott, Tonya, MA
    National University
Gallemore, Timothy, MS
    University of Phoenix
Gamble, Susan, PSYD
    Alliant international University Los Angeles
Green, Kai, MS
    California State University - Long Beach
Harden, Joyce, MA
    Antioch University
Haynes, Elizabeth, MA
    National University
Hebron, Cynthia, MS
    California State University - Fresno
Henderson, Michael, MA
    John F. Kennedy University
Herweck, Diana, PSYD
    Alliant international University Cornerstone
Holzer, Jessica, MA
    Alliant international University Scripps Ranch
Hutchinson, Desirae, MS
    University of La Verne
Inserto, Fathiah, PHD
    Fielding Graduate University

Jenkins, Jennifer, MA
    Regent University
Kaufman, Brian, MSW
    California State University - Long Beach
Keating, Kim, MA
    Phillips Graduate institute
Knee, Leda, MSW
    Boston University
Lord, Laurel, MS
    California State University - Fresno
Lunceford, Lynn, MA
    Alliant international University Cornerstone
Madrigal, Mary, PSYD
    Saybrook University
Marco, Christopher, MS
    Saint Joseph's University
Mccormick, Jamey, MS
    University of Phoenix
Natali, Elizabeth, MSW
    California State University - San Bernardino
Parker, James, MS
    University of Phoenix
Rexroat, Katherine, MA
    National University
Romain, Lisa, PHD
    Alliant international University Los Angeles
Rousch, Jennifer, PSYD
    Alliant international University Los Angeles
Schweon, Craig, PHD
    The Pennsylvania State University
Scott, Joann, MSW
    San Diego State University
Sempell, Russell, MS
    California State University - Bakersfield
Shain, Roman, PHD
    California Southern University
Stoick, Joshua, MS
    California State University - Fresno
Sulier, Kellie, PSYD
    Alliant international University Fresno
Takla, La Tanya, EDD
    Argosy University - Los Angeles

Trombley, Mary Jo, PHD
   Howard University
Underwood, Vicki, MSW
   California State University -
   Bakersfield
Vangerov, John, MS
   California Lutheran
   University
Weintz, Donald Kirk, MA
   National University
Wheeler, Mary, MA
   National University
Wilson, Stefani, MS
   Oklahoma State University
Zhukov, Vera, PSYD
   Chicago School of
   Professional Psychology

SCHOOL OF BUSINESS AND INFORMATION TECHNOLOGY

Deans

Dean
Kathryn Uhles, MSP
Assistant Dean
Lisa Paulson, MSIM
Associate Dean
Joseph Aranyosi, MF
Natalie Duhaney, MC
J.L. Graff, MBA

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Accounting
- Financial Planning
- Law and Ethics
- Management
- Functional Management
- Strategic Analysis and Planning
- Technology

Faculty

Aldape, Juan, MBA
   University of Phoenix
Alexander, Woody, MBA
   University of Missouri - Kansas City
Allen, Thomas, MBA
   University of La Verne
Allison-Aipa, Timothy, PHD
   Alliant International University Los Angeles
Angst, Oswald, MIS
   University of Phoenix
Apuan, Ralph, MBA
   Keller Grad School of Mgt
Arellano, Roy, MIS
   University of Phoenix
Baker, Darryl, DBA
   University of Phoenix
Barraza, Al, MBA
   National University
Belgarde, Samara, JD
   University of Southern California
Billett, Antonio, MBA
   California State University - San Bernardino
Bookbinder, Hal, MA
   University of Northern Colorado
Bourgault, Charles, MS
   Capella University
Bowman, Robert, MAOM
   University of Phoenix
Campas, Jr., Steven, MS
   California State University - Long Beach
Carty, Heidi, PHD
   Loyola University Chicago
Castaneda, Andrew, MS
   California State University - Bakersfield
Ceballos, Michael, MBA
   University of La Verne
Chambers, Linda, MBA
   University of Phoenix
Charles, Colette, MA
   National University
Chell, Dax, MBA
   National University
Cheng, Chosen, MS
   Carnegie Mellon University
Cheng, Steven, MS
   Syracuse University

Clark, Thelma, MS
   Troy University
Clark-Harris, Alice, DM
   University of Phoenix
Cortes, Pete, MBA
   Loyola Marymount University
Cripe, Krisda, DM
   University of Phoenix
Dalrymple, Samuel, MBA
   University of Phoenix
De Veto, Anthony, MM
   Wayland Baptist University
Dennis, Lela, MA
   University of Arizona Global Campus
Di Gaetano, Anthony, MAOM
   University of Phoenix
Dreighton, Richie, MPM
   Keller Grad School of Mgt
D'urso, Daniel, MS
   Rivier University
Ellis, Anthony, JD
   University of Toledo
Ellis, Johnell, EMBA
   University of Southern California
Elsayess, Mahmoud, PHD
   Capella University
Erickson, Arlys, MSA
   Central Michigan University
Ershadi, Dariush, MBA
   Central State University
Etherton, William, MAOM
   University of Phoenix
Ettenheim, Margaret, MSHRD
   University of San Francisco
Farley, John, MBA
   University of Phoenix
Flores, Carlos, MS
   California State University - Sacramento
Fortuna, Peter, MA
   California State University - Fresno
Freeman, Leslie, MA
   Webster University
Fritch, John, PHD
   Northcentral University
Ghormley, James, DM
   University of Phoenix
Gonzales, Larry, MBA
   The University of Dallas

Goodman, Jean, MBA
Loyola Marymount
University
Hayath, Israr, MS
California State University -
Dominguez Hills
Hlaing, Kimberly, MA
Claremont Graduate
University
Hoffman, Lee, MBA/HRM
National University
Humphreys, John, EMBA
Golden Gate University
Ibarra, German, MBA
Inter American University of
Puerto Rico Metropolitan
Campus
Iyengar, Arun, MS
Polytechnic Institute of New
York University
Jain, Sundeep, MSM
Oakland City University
Jimenez, Francisco, MBA/GM
University of Phoenix
Johnson, Miesha, MPA
California State University -
Northridge
Jordan, Constance, MBA
California State University -
Dominguez Hills
Joseph, Priyabal, MBA
Pepperdine University
Kadlec, John, MBA
University of California -
Riverside
Keehn, Kelly, MBA
University of Southern
California
Kelly, Kathryn, PHD
Claremont Graduate
University
Key, Robert, MBA/GM
University of Phoenix
Khan, Amir, MS
Northwestern University
Khan, Farooq, MBA
Western Michigan University
Koboldt, Geoffrey, MBA
Pepperdine University
Krohn, Steven, MBA
California State University -
Sacramento
Kuniyoshi, Susan, MBA
California State Polytechnic
University-Pomona
Kuntz, David, MBA
University of Phoenix

Land, Jack, MSM
West Coast University -
Shatto
Landesman, Robert, MBA
City University of New York -
Bernard M. Baruch College
Leon, John, MSCS
California State University -
Fullerton
Lerner, Mary, JD
San Joaquin College of Law
Levitt, Catherine, DBA
Alliant International
University Cornerstone
Martin, Gregory, JD
University of Oklahoma
Massey, Calvin, MBA
National University
Mathis-Roberts, Shannon,
MAOM
University of Phoenix
Mc Guckian, Dennis, MBA
Dartmouth College
Mcduffie, Martin, MHRM
Keller Grad School of Mgt
Mendezona, Matthias, MM
University of The Philippines
Miller, Kenneth, EDD
University of Southern
California
Miller, Rae, MBA
California State University -
Dominguez Hills
Morales, Rosemary, DM
University of Phoenix
Mumford, Malcolm, MBA
Harvard University
Nelson, Glenn, JD
University of California - Los
Angeles
Nezerwe, Yvan, DBA
Alliant International
University Cornerstone
Norcross, David, MSBA
University of Wyoming
O'brien, John, MBA
Rensselaer Polytechnic
Institute
Okpara, Neruka, DPA
University of La Verne
Oni, Oludotun, PHD
Northcentral University
Oslund, Larry, EDD
Pepperdine University
Pay, Martin, MBA
University of Phoenix
Payongayong, Noriel, MSCIS
University of Phoenix

Perez, Francisco, MBA
University of Phoenix
Powers, Mikal, MS
University of Phoenix
Rodriguez, Jimmy, JD
San Joaquin College of Law
Sanderson, Michael, MBA
University of Phoenix
Say, Tania, MBA
National University
Scipio, Andre, MBA
Pepperdine University
Sims, Richard, MA
University of Dayton
Singh, Amarjit, PHD
University of London
Singh, Mahesh, MBA
University of Phoenix
Sirirat, Boriphan, MS
National University
Sommers, Carol, PHD
Northcentral University
Stack, Ginger, MBA
University of Phoenix
Stapp, Griffen, MBA
University of Phoenix
Starr-Parker, Symone, DM
University of Phoenix
Thomas, Diannah, MA
Fresno Pacific University
Thompson, Darrell, MS
National University
Thurman-Bowen, Traci, MA
University of Redlands
Tripodes, Dean, MBA
Claremont Graduate
University
Wadsworth, Gloria, MAOM
University of Phoenix
Walle, Kristin, EDD
Pepperdine University
Wang, Kun, MS
California State University -
Fresno
Wilkinson, Jay, MBA
National University
Williams, Zeneo, EDD
University of Southern
California
Wong, Jennie, EDD
Pepperdine University
Woodward, Tricia, JD
California Western School of
Law
Zecca, Mark, PHD
Capella University
Zhang, Hedy, JD
University of Wisconsin -
Madison

COLLEGE OF HEALTH PROFESSIONS

Deans

Dean
Mark Johannsson, DHSc
Assistant Dean
Nye Clinton, MBA
Associate Dean
Heather Steiness, PhD

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Health
- Public Health

Faculty

Aish, Nathan, MPH
   Ohio State University
Amos, Qiana, MPA
   Loma Linda University
Luu, Arlene, JD
   California Western School of Law
Perez, Vivian, MPA
   San Diego State University
Schultz, Richard, PHD
   Walden University
Tam, Tobey, PHD
   University Of California - San Diego

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COLLEGE OF NURSING

....

Deans

Dean
Raelene Brooks, PhD
Assistant Dean
Brandi Morse, EdD
Associate Dean
Kathleen Rupp, PhD
Linea Axman, DPH

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Nursing: MSN-FNP
- Nursing: Pre-licensure
- Nursing: MSN
- Nursing: RN to BSN
- Nursing: DNP

Faculty

Axman, Linnea, DPH
   The George Washington University
Bafaloukos, Carol, DNP
   Frontier Nursing University
Bai, Yan, MS
   California State University - Long Beach
Bashaw, Erin, DNP
   University of San Francisco
Blanco, Roy, MS
   California State University - Sacramento
Brady, Jenny, DNP
   Grand Canyon University
Chimienti, Sabrina, DNP
   Western University of Health Sciences
Delgado, Janet, MSN
   University of Washington
Greenberg, Victoria, MS
   California State University - Long Beach
Hagerty, Marylyn, DNP
   Walden University
Hankins, Julie Ann, MSN
   California State University - Long Beach
Hettig, Julie, MSN
   California State University - Long Beach
Horper, Penny, MS
   University of California - San Francisco
Jones, Sun, DNP
   Arizona State University
Lewis, Stephanie, MSN
   University of Phoenix
Lozano, Kathleen, MSN
   University of Phoenix
Mahoney, Helen, MD
   University of California - Irvine
Millar, Jennifer, MSN
   University of Phoenix
Monroe, Pamela, MSN
   Walden University
Potter, Susan, MSN
   University of Phoenix
Reynolds, Charles, PHARMD
   University of Southern California

Silveri, Charles, DNP
   University of New Mexico
Turingan, Elisabeth, DNP
   Grand Canyon University
West, Katharine, DNP
   California State University - Fresno
Zepeda, Martha, DNP
   Walden University

COLLEGE OF EDUCATION

Deans

Dean

Pamela Roggeman, EdD

Assistant Dean

Jon Lewis, MAE

Associate Dean

Ashley Bartley, MAEd

Lisa Ghormley, MAED

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Administration and Supervision
- Adult Education and Training
- Continuing Education
- Curriculum and Instruction
- Teacher Education

Faculty

Armstrong, Allison, MAED
  California State University - Sacramento
Curci-Reed, Lori, EDD
  University of West Florida
Elliott, Thomas, EDD
  University of Phoenix
Hickman, Ryan, MA
  National University
Januse, Jaime, MED
  National University
Pendleton, Gay Lynn, EDD
  Argosy University - Santa Monica
Rodine, Edward, EDD
  University of Southern California

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2023-2024

UNIVERSITY OF PHOENIX

Course Guide

Course Descriptions

Course Availability & Updates to Course Information

The courses listed in this section of the University of Phoenix Academic Catalog constitute all active credit-bearing University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online modality. This listing of courses is updated on the 1st of every month to reflect any changes to course information that occur up through the 15th of the previous month. Please contact a University representative for additional details about course availability and course information for a specific location or modality.

Course Descriptions

The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.

COURSE DESCRIPTIONS

Course ID	Course Title	Credits	Activity Description
ACC 290T	Principles of Accounting I	3	This course is an introduction to financial accounting with an emphasis on using financial data for decision making. The focus will be on the application of basic accounting concepts and principles in enterprise and small business transactions. Students will learn how to identify, measure and report economic events of an enterprise.
ACC 291T	Principles of Accounting II	3	This course takes an in-depth look at the key areas of the balance sheet mostly reviewed by management for decision making. Students will apply analytical methods used by management to assess the financial statements, and discuss management challenges and possible solutions for improvements. Areas of focus include receivables, plant assets, bonds, stocks, dividends and the statement of cash flows.
ACC 316T	QuickBooks	3	This course introduces accounting students to the use of accounting systems using QuickBooks. Topics include: QuickBooks basics, setting up a company, and the management of financial information.
ACC 326T	Managerial Accounting	3	This course provides an introduction to managerial accounting and covers various fundamental concepts relating to the accounting environment. Topics include: cost concepts and allocation, short-term and long-term financial assets, current and long-term liabilities, contributed capital, stock holder equity, and the analysis of financial statements.
ACC 349T	Cost Accounting	3	This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting,inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 421T	Intermediate Financial Accounting I	3	This course examines the conceptual framework of accounting, cash vs. accrual accounting, the income statement and balance sheet, time value of money, cash, receivables, and inventory.
ACC 422T	Intermediate Financial Accounting II	3	This course examines accounting for property, plant and equipment, intangible assets, current liabilities and contingencies, long-term liabilities, contributed capital and retained earnings.
ACC 423T	Intermediate Financial Accounting III	3	This course examines dilutive securities and earnings per share, investments, revenue recognition, accounting for income taxes, leases, changes and errors, and the statement of cash flows.
ACC 455	Corporate Taxation	3	This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 456	Individual/Estate Taxation	3	This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.
ACC 460	Government and Non-Profit Accounting	3	This course covers fund accounting, budget and control issues, revenue and expense recognition, and issues of reporting for both government and non-profit entities.
ACC 491	Contemporary Auditing I	3	This course is the first in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.
ACC 492	Contemporary Auditing II	3	This course is the second in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.

ACC 497	Advanced Topics in Accounting Research	3	This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.
ACC 541	Accounting Theory & Research	3	In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, and a program overview.
ACC 542	Accounting Information Systems	3	In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543	Managerial Accounting & Legal Aspects of Business	3	In this course, students examine managerial accounting as part of the business's accounting information system as well as legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis, management planning and control, negotiable instruments, secured transactions, debtor-creditor relationships, property and insurance, and legal aspects of employment and environment.
ACC 544	Internal Control Systems	3	In this course, students gain a broad perspective of the control environment and the role it plays in attainment of financial and operational goals of the organization. Topics include an overview of the control environment, risk management, internal control systems, control activities for business functions, controls for information technology systems, and reporting on internal controls.
ACC 545	Financial Reporting	3	This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546	Auditing	3	In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547	Taxation	3	In this course, students develop an understanding of the federal income tax law and its application to individuals, partnerships and corporations. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S corporations, and partnerships.
ACC 548	Not-for-Profit & Government Accounting	3	In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.
ACC 556	Forensic Accounting	3	In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

ACCCB 543	Managerial Accounting and Legal Aspects of Business	3	In this course, students examine managerial accounting as part of the business's accounting information system as well as legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis, management planning and control, negotiable instruments, secured transactions, debtor-creditor relationships, property and insurance, and legal aspects of employment and environment.
ACCDA 543	Managerial Accounting and Legal Aspects of Business	3	In this course, students examine managerial accounting as part of the business's accounting information system as well as legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis, management planning and control, negotiable instruments, secured transactions, debtor-creditor relationships, property and insurance, and legal aspects of employment and environment.
ADM 511	Personnel Administration for Educators	3	This course focuses on the responsibilities of educational administrators related to human resources. Participants examine three main components in human resources administration: utilization, development, and environment. Topics covered include selection, placement, induction, compensation, motivation, staff development, unionism, collective bargaining, and the legal aspects of personnel administration.
ADM 512	Leadership Strategies for Educators	3	This course is designed to guide participants in the practical application of current trends and strategies of school leadership and organizational culture. Participants explore the roles and responsibilities of leaders, including decision making, communication, collaboration, and conflict management. An emphasis is placed on responsiveness to legislation and the implementation of standards. Participants also explore ways to facilitate positive school change.
ADM 513	School Law for Educators	3	This course is designed to provide opportunities for participants to explore the practical application of public school law, including the origin and initial intent of the writers, while recognizing their administrative limitations. Participants examine the constitutional framework and amendments, court systems, and current legal issues, as well as the effect each has on the educational environment. Landmark cases are reviewed and analyzed to develop a cognitive base for legal principles and to improve the administrative management of a school.
ADM 514	School Finance for Educators	3	This course examines public educational funding and provides an overview for school leaders in the basic concepts of school finance. Topics include economic and social considerations for financing education adequately, equitable, and equally, as well as state and federal roles in education financing, school finance and litigation, finance procedures and practices, and the role of human resources in educational finance. Participants have the opportunity to experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school district financial plan and budget.
ADM 516	Ethical and Legal Issues for Administrators	3	This course examines the legal and ethical principles for an educational administrator. Participants will develop and refine the skills necessary to analyze and integrate constructive legal and ethical principles into their practice. Emphasis is placed on the understanding and history of law and ethics needed in the educational setting for a school administrator. Current issues for school administrators featured in this course include curriculum and instruction, assessment and accountability, attendance and truancy, laws and liability, hiring and evaluating, Internet usage, and school safety and security.

ADM 517	Special Education Program Administration	3	This course is designed to provide educational leaders with information and strategies for administering the legal requirements related to providing an inclusive education to students with special needs to determine effective programs and services. Participants receive a practical guide to the history, laws, and policies of special education, as well as the steps involved in the referral and evaluation processes from Response to Intervention (RTI) through the development of Individualized Education Programs (IEPs) and transition plans. Another focus addresses the roles, responsibilities, and relationships that parents/guardians and advocates have within processes to ensure appropriate services are provided to a diverse population. Budget management for special education programs is also examined.
ADMIN 500	Orientation to Administration and Supervision	0	This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.
ADMIN 518	Leadership and Collaborative Processes	3	This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.
ADMIN 524	Supervision of Curriculum, Instruction and Assessment	3	This course examines principals' responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.
ADMIN 528	Administration of Special Programs	3	This course provides students with an overview of an administrator?s role in a wide array of special programs offered in public schools today. Candidates examine programs and services geared towards diverse student populations, including special education, English learners (EL), gifted education, Title I, alternative education, early childhood, career readiness, and school counseling programs. In addition, candidates learn about the importance of student and teacher leadership, as well as Response to Intervention (RTI) as a model for school improvement.
ADMIN 536	School Finance and Facilities Management	3	This course provides an overview for principal candidates in the basic concepts of school finance and facilities management. Topics include school funding and finance, legal and political issues of school funding, and the benefits of school funding. Principal candidates will also examine issues regarding facilities planning and management. Principal candidates will participate in field experiences related to school finance and facilities management.
ADMIN 555	School Policy and Law for Principals	3	This course examines legal and ethical principles and practices in the context of the educational setting. The legal framework, laws, liability, curriculum, attendance, religion, and school safety are all discussed, analyzed, and applied to current educational practices.
ADMIN 560	Human Resources Leadership and Management	3	This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

ADMIN 565	School Improvement Processes	3	This course focuses on the use of assessments in K-12 education and their role in developing school improvement plans from a principal's perspective. Candidates review the types of assessments that a school leader needs to be familiar with, the data they generate, and how to interpret the data for decision-making purposes. In addition, the instructional improvement model and the process of continuous school improvement are explored.
ADMIN 570	Equity, Diversity, and Access in Education	3	This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.
ADMIN 575	Family, Community, and Media Relations	3	This course focuses on the role of the school principal as a catalyst in developing and maintaining relationships with families, business and community groups, and the media to support a school's vision and programs. Candidates examine the importance of public relations, effective communication practices, and strategies for identifying a community's resources, interests, and needs. Candidates will also analyze ethical considerations for working with external stakeholders, establishing effective media relations, and building business partnerships to benefit their school and community. In addition, candidates plan a social action project that involves school, families, community, and the media.
ADMIN 591A	Principal Internship Part I: Instructional Leadership	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.
ADMIN 591B	Principal Internship Part II: Organizational Management	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.
ADMIN 591C	Administrative Internship Part III: Professional Practice	1	This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.
AET 500	Foundations of Adult Learning Theory	3	In this course, learners will gain knowledge of adult learning theories, how adults learn, and what motivates and engages them to be active participants in their own learning. Learners will investigate research related to the foundational theories of andragogy and self-directed, transformative, and experiential learning. Emphasis is placed on the application of adult learning principles to create learning experiences in the workplace and/or adult education setting. Additionally, learners will examine the factors which influence adult learning and what it means to be an adult learner practitioner.
AET 508	Community-Based Education	3	This course provides an analysis of community-based programs and services available for adult learners. Students examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. In addition, students examine issues, trends, and barriers to success for adult learners. Students also review special populations of adult learners and their needs for community-based education.
AET 552	Marketing Adult Education	3	This course prepares graduate students to apply marketing principles to the roles they play as trainers and adult educators. Topics include the following: marketing basics, obtaining buy-in, market research, marketing strategies, communications, negotiation, and advocacy in education.

AET 560	Facilitating Change	3	Learners focus on facilitating change by transforming theory into application using effective researched-based methods related to global influences of change, change management, and the analysis of human capital. In addition, learners explore various change management strategies and the use of skill sets that include being objective, using analysis, and using active listening when dealing with organizational change. Learners demonstrate an understanding of how to apply skills that are used by effective leaders and trainers to develop and conduct training sessions that lead the change process.
AET 562	Social Media for Professional Learning	3	Learners are introduced to the use of social media platforms, tools, and resources that support professional learning in the 21st century. Learners explore a variety of social media tools for individual and collaborative learning, including development of a personal learning network. In addition, learners examine leading responsible social media usage and the future of social media for professional learning.
AET 570	Program Development in Adult Education	3	Learners examine best practices for developing and managing adult education within an organization. The fundamentals of program development are implemented, including needs assessment, data analysis, program design, and program evaluation for continual improvement. In addition, learners integrate marketing strategies to promote a training or program.
AJS 503	Intro to Graduate Study in Criminal Justice and Security	1	This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Students will learn program standards and objectives, graduate-level oral and written communication, collaboration, as well as locating, evaluating, and citing scholarly resources in the criminal justice and security disciplines.
AJS 505	Foundations of Justice and Security	3	This foundational course introduces the philosophies and relationships between policing, the court systems, corrections, and private security. Students will learn about public safety organizations and private sector organizations.
AJS 515	Criminological Theory and Risk Mitigation	3	This advanced course focuses on theories of criminology, crime causation and victimization to include classical, biological, psychological, and sociological theories. Prevention strategies and victimogenesis considerations are addressed. Risk mitigation theories and application principles will also be surveyed as they relate to criminological theories.
AJS 525	Cybercrime and Information Security	3	This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, social media or other virtual platforms, and data associated with information systems.
AJS 534	Organizational Administration in Justice and Security	3	This course explores the various elements of organizational leadership and administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
AJS 544	Ethics in Justice and Security	3	This course examines the theoretical and philosophical basis of ethics and the standards of professional conduct applicable to justice and security agencies. Emphasis is placed on ethical dilemmas, the role of ethics in forming policy, and ethical decision-making. The course also explores procedural justice and transparency within an organization, the use of federal consent decrees, and the influence of diversity and equity on criminal justice and security practices.
AJS 554	Concepts of Physical and Personal Security	3	This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.

AJS 555	Critical Incident and Risk Management	3	This course examines the interrelationships between organizational risk assessment and consequence management within the context of justice and security organizations. Specifically, the course will examine organizational risk mitigation and management strategies, physical facility security, personal protection and the role of critical incident management.
AJS 564	Management of Institutional Risk and Critical Incident Mgnt	3	This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, we will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.
AJS 565	Strategic Planning in Criminal Justice and Security	3	This course discusses the role of strategic planning in attainment of the long-term mission and vision of criminal justice and security organizations. Students learn to create a common framework for organizational decision-making and resource investment. Essential elements of strategic planning are addressed, including the development, deployment, and performance measurement processes required to ensure that strategic plans remain relevant and dynamic. The relationship between strategic, operational, and tactical planning is also clarified.
AJS 574	Finance and Budgeting in Justice and Security	3	This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice and security organization, concepts and principles underlying financial practices, and operational planning and budgeting.
AJS 583	Legal Issues in Justice and Security	3	This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society.
AJS 584	Forensic Science and Psychological Profiling	3	This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.
AJS 587	Contemporary Issues in Investigative Methodologies	3	This course provides the student with a fundamental understanding of forensic science, data, technology, behavioral profiling, and the application of scientific methodologies to the investigative process.
AJS 590	Public Policy and Civil Rights	3	This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society. The potential conflicts between public policy and civil rights will be discussed.
AJS 594	Program Development and Evaluation	3	This course prepares the student to identify operational goals, objectives, and evaluation of criminal justice or security programs within society. This course will provide an understanding of the application of key concepts, methods, and approaches in the field of program evaluation within the criminal justice and security profession.
APE 515	Elementary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the elementary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of elementary content, along with current research on pedagogy, are explored. This course provides teacher candidates with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
APE 518	Elementary Models, Theories, and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.

APE 522	Elementary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APE 536	Introduction to the Science of Reading	3	This course focuses on the most current research, theory, methods, and instructional strategies related to the science of reading and structured literacy. This focus includes phonological awareness, systematic phonics and spelling, vocabulary and oral language, and text reading fluency, all leading to reading comprehension and literacy development. Effective literacy assessment, intervention strategies, and differentiation techniques are also explored.
APE 537	Elementary Curriculum and Assessment- Reading/ELA	3	This course focuses on the application of the most current research, theory, methods, and instructional strategies related to the science of reading and structured literacy. Teacher candidates will enhance their content knowledge of phonemic awareness, phonics, fluency, comprehension, and vocabulary to prepare comprehensive research and standards-based lessons and integrated units of instruction. The continuous use of assessment to identify students' literacy levels, guide instruction, and monitor progress and the best practices for integrating reading and writing instruction are also examined.
APES 503	Orientation to the Graduate Initial Teacher Certificate	0	This course is designed to provide an orientation to the primary components of the Graduate Initial Teacher Certificate. Students will be introduced to the program's progression and completion requirements. Clinical experience, electronic resources, clinical practice, and the teacher performance assessment/teacher work sample will be discussed.
APES 515	Survey of Special Populations	3	This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
APES 545	Clinical Practice	3	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision-making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the teacher performance assessment. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
APES 562	Assessment and Evaluation	3	This course provides the teacher candidate with the methodology to assess student learning effectively. The focus is placed on providing teacher candidates with the tools necessary to use, interpret, and evaluate student growth in order to inform instruction. Teacher candidates explore a variety of assessment tools and construct objective and performance assessments.
APMT 315	Technology and Society	3	This course introduces students to the evolution of technologies used in contemporary society to communicate, associate, learn, and build social and material capital. A special focus is on the benefits technology accrues to humans and communities, as well as potential harmful effects of engaging with technology.
APMT 430	Social Media and Human Interaction	3	This course focuses on social media technologies and their use and misuse in human relationships. Topics will include emerging cyber communication interfaces, building healthy technology-mediated relationships, and social etiquette in cyberspace.

APMT 440	Influence of Media on Behavior	3	This course explores the ways in which contemporary media shape cultures and human behaviors, including the role that media plays in influencing behaviors related to nutrition, body image and violence, and the impact on teenagers and children. Other topics include media literacy, education, and celebrity culture.
APMT 460	Cyber Communications	3	This course examines relationship and communications theories and their practices in cyberspace. Topics will include digital etiquette, regulatory considerations, the conservation of interpersonal relations and cyber commerce.
APMT 470	Digital Learning	3	This course will survey contemporary learning in non-traditional environments and explores the applications of continuous, lifelong and contextualized learning to social, community, and organizational settings.
APS 508	Secondary - Models, Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students¿ prior knowledge to develop lesson plans.
APS 523	Secondary - Effective Learning Climates	3	This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include comparing classroom management and discipline models, establishing expectations and procedures, developing the classroom as a community, engaging and motivating the learner, communicating with parents, managing disruptive students, and connecting with diverse learners. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.
APS 542	Secondary Curriculum and Assessment-Reading Methods	3	This course focuses on the most current research, theory, and methods of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
APS 559	Secondary Content Methods	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. The teacher candidate will use assessment data to enhance instruction that meets the students¿ varied learning needs. Teacher candidates will promote critical thinking, apply essential strategies, and incorporate meaningful context to promote a deeper understanding of content. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored.
APSE 559	Foundations of Special Education	3	This course examines the foundations of special education and introduces the characteristics of learning disabilities. State and federal regulations for the referral process, available programs or service delivery options, and Individualized Education Programs are examined. In addition, assessment and remediation techniques, instructional strategies, and classroom management practices are explored as well as the use of appropriate classroom materials. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.

APSE 570	SPED Curriculum and Assessment-Reading/ELA	3	This course focuses on the most current research, theory, and methods of reading instruction that are supported by the Science of Reading. Teacher candidates will examine the foundations of reading development as well as formal and informal reading assessments used to identify students' strengths, weaknesses, and reading levels. Instructional techniques, including Structured Literacy, research-based phonics instruction, strategies for teaching learners with dyslexia, and intervention practices for working with exceptional learners are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.
APSE 575	Mathematics Instruction for SPED	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction and professional practices.
APSE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with Autism Spectrum Disorders (ASD). This class is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
APSE 578	SPED -Model Theories and Instructional Strategies	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students¿ prior knowledge to develop lesson plans.
APSE 584	Learning Disabilities and Language Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. The teacher candidate will analyze and implement classroom management, instructional strategies, assessment, and augmentative and alternative technologies based on the needs of the students through a comprehensive lesson plan. Attention is given to the referral process and available program or service delivery options.
ARTS 100	Introduction to the Visual and Performing Arts	3	This course examines traditions and developments in the visual and performing arts including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development.
ARTS 230	Survey of the Visual Arts	3	This course offers a foundation in the visual arts, elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art.
ARTS 340	Exploration of Western Classical Music	3	This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.
ARTSDA 100	Introduction to the Visual and Performing Arts	3	This course examines traditions and developments in the visual and performing arts including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development.

AUT 510	Autism Spectrum Disorders: Foundations	3	This course provides foundational information about autism spectrum disorders (ASD). Participants identify general characteristics associated with autism spectrum disorders including learning preferences, behaviors, and patterns. Participants also learn assessment and diagnosis processes, interventions, accommodations, and supports, with emphasis on current evidence-based practices.
AUT 512	Autism Spectrum Disorders: Communication and Socialization	3	This course is designed to address common social skill deficits in autism spectrum disorders: social cognition, social communication, social initiation, and social reciprocity. Identification of various ways to assess social skills is addressed. Participants focus on interventions that promote social skill acquisition and enhance social skill performance. Instructional tools and adaptations necessary to foster the development of social skills are also explored.
AUT 513	Autism Spectrum Disorders: Behavior Management	3	This course focuses on behavioral characteristics of students with Autism Spectrum Disorders and identifies assessment tools to be used across learning environments. Participants develop behavior intervention plans that include sensory supports and structured routines to enhance students' lives and learning. Behavior generalization and self-monitoring strategies are also explored.
BDAT 376	Preparing Data for Analysis	3	This course covers prepping, cleaning, organizing and augmenting data for analysis Students learn how to prepare data by cleaning it, creating the necessary variables, and formatting all variables, transcribing data, adjusting data that requires weighting and scale transformations and selecting the data analysis strategy.
BIO 101T	Principles of Biology	3	This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.
BIO 280	Conservation Biology	3	This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.
BIO 290	Anatomy and Physiology I	4	Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, and tissues of the integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
BIO 291	Anatomy and Physiology II	4	Anatomy and Physiology II is the second in a two-course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, reproductive systems, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.
BIO 315	Ecology and Evolution	3	This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.
BIO 330	Invertebrate Zoology	3	This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.
BIO 335	Entomology	3	This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.
BIO 340	Microbiology	3	This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.

BIO 350	General Biology I	4	This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.
BIO 351	General Biology II	4	This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through the completion of virtual labs.
BIO 405	Human Biology	3	This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.
BIO 410	Genetics	3	This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.
BIS 221T	Introduction to Computer Applications and Systems	3	This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office (TM) tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
BIS 340	Advanced Spreadsheet Applications	3	This course provides an overview of advanced spreadsheet functions used in data analysis. Topics include filters, sorts, lookups, formulas, functions, macros, pivot tables, graphs and charts, dashboards, forms, reports, queries, statistical analyses, and data validation.
BLE 571	Instructional Techniques and Methods	3	This course provides K-12 educators with an overview of techniques and methods that support the instruction of bilingual learners. Participants examine culturally responsive practices for instruction and assessment. Teaching in the content areas, honoring cultural diversity, and involving parents/guardians and community are also explored.
BPA 200	Public Sector Communications	3	This course introduces students to the foundations of communication in a public sector setting. Students are exposed to various topics related to interpersonal and group communication within the context of public sector applications. Students will develop skills in various mediums of verbal, nonverbal, and written communication genres. The utilization of social media and technology will be explored along with cross-cultural communications. Upon completing the course, students will have an awareness of various communication styles and genres and be able to identify areas for further exploration of communication as a skill.
BPA 201	Foundations of Public Administration	3	This course serves as an introduction to the study and practice of public administration. The history of public administration, the issues and theories that confront it, and the political climate and management issues of ethics, staffing, budgeting, and implementing policies are analyzed.
BPA 221	Critical Thinking and Decision Making in the Public Sector	3	This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce in a dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.

BPA 304	The Public Policy Environment	3	This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grassroots to legislative arenas. Current data sources and the application of analytical tools will be presented as a means to best satisfy multiple needs.
BPA 311	Principles of Governmental Accounting	3	This course focuses on principles of governmental accounting and budgeting. This course emphasizes financial statement preparation and analysis, internal controls, regulatory environment, and compliance. Students will gain knowledge in the civic implications of local, state and federal budgets.
BPA 321	Personnel Management	3	This course provides students with the skills necessary to lead and manage dynamic and diverse civic workforces. Students learn to review resumes, prepare job descriptions, interview candidates, draft performance evaluations, and progressive discipline protocols. Issues such as affirmative action, diversity and labor relations also are discussed.
BPA 331	Financial Management for Non-Profit Organizations	3	This course focuses on the key financial concepts to effectively obtain desired goals and objectives by public and private sector non-profit organizations as well as in the international arena.
BPA 332	Public Budgeting	3	This course examines the public sector budgetary process and related financial theories and methods.
BPA 341	Public Programs: Implement and Evaluate in a Dynamic Setting	3	This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.
BPA 361	Grant Writing	3	This course explores the basics of grant and proposal writing in public administration for federal, state, and private funding. This course includes research, design, and evaluation of grant writing components and explores requirements for the various types of grants available. This course also includes developmental steps for an effective grant proposal.
BPA 371	Intergovernmental Relations	3	This class examines the relationship and potential of partnerships between local, state, and the federal government as well as nonprofit and private organizations.
BPA 381	Public Administration Policy, Legal Issues, Law & Ethics	3	This course analyzes the ethical processes related to the nature, formation, and system of law in the United States, as applied to the public administration environment.
BPA 382	Fiscal Management	3	This course examines public sector financial policy, processes, theories, and fiscal responsibility in public administration.
BPA 385	Research in Public Administration	3	This course will provide students with the methodology and research techniques used by public administrators. It includes an introduction to public programming, grant writing, statistics, and data collection analysis for public administration issues.
BPA 390	Program Implementation and Evaluation	3	This course examines the theories and skills needed for public programs and grant writing for public organizations. It also explores the process of analyzing programs including conducting research to improve decision-making in the public administration field.
BPA 411	Public Finance: Sources, Management, and Reports	3	This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and utilized, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. This course will cover different approaches to public finance by federal, state, and local agencies.
BPA 421	Organizational Behavior and Ethical Responsibility	3	This course focuses on the study of individual and group behavior in public administration settings and explores the ethical issues to which employees are exposed. Students will learn to recognize ethical dilemmas and resolve them through active deliberation and sound decision making.

BPA 422	Organizational Behavior and Leadership	3	This course examines leadership theories and their applicability to public administration entities. Actions resulting in success or failure are examined as are issues of conflict resolution, negotiation, and general leadership skills that provide accountability between the public and the administration.
BPA 441	Urban and Regional Planning	3	This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain are addressed.
BPA 445	Conflict Resolution and Risk Management	3	This course explores crisis management, recovery, mediation skills, problem-solving, collaborative strategies, and strategic thinking that mitigates risk. Students will develop skills to manage, resolve, negotiate and mediate conflict in and out of the organization. Students also will explore issues of cultural values, beliefs and differences related to conflict resolution.
BPA 451	Capital Improvement Planning & Management	3	This class will review major literature in Public Administration and explore challenges and solutions to existing issues in the field.
BPA 461	Contemporary Issues in Public Administration	3	Utilizing skills developed in civic foundation coursework completed throughout this program, students will demonstrate a deeper understanding of regulatory and environmental impact, issues, and topics in the public administration field. This course will provide an emphasis on content mastery assessment.
BSA 250	Foundations of Data Analytics	3	This course introduces practices in data analytics foundational to the industry and the field of data analytics. Covered are information systems, the phases of the analytics lifecycle, exploration, analysis and validation of data, relevant statistics for data modeling, data visualization, and the tools used for data analytics.
BSA 375	Fundamentals of Business Systems Development	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
BSA 376	Systems Analysis and Design	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development with a focus on application within health care. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
BSA 385	Intro to Software Engineering	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.
BSA 425	BSIT Capstone	3	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.
BSA 505	IS Auditing Processes	3	This course focuses on information systems auditing, IT governance and protection and control of information assets. Topics include laws, regulations, standards, guidance, techniques, and professional ethics.This course is aligned to The Process of Auditing Information Systems domain of the ISACA CISA job practice areas.
BSA 510	IT Governance and Management	3	This course focuses on providing assurance that the organization has the structure, policies, accountability mechanisms, and monitoring practices in place to achieve the requirements of governance and management of IT. This course is aligned to the Governance and Management of IT domain of the ISACA CISA job practice areas.

BSA 515	Acquisition, Development and Implementation of IS	3	This course focuses on the practices for acquiring, developing, testing, and implementing information systems to meet the organization's strategies and objectives. Topics include business case development, supplier selection, project management, and controls. This course is aligned to the Information Systems Acquisition, Development and Implementation domain of the ISACA CISA job practice areas.
BSA 520	Operations, Maintenance and Support of IS	3	The Information Systems Operations, Maintenance and Support domain is divided into ten topic areas that focus on service level management, maintenance of information systems, problem and incident management, change and configuration management, and backup and restoration of systems. The objective of this domain is to ensure that students understand and can provide assurance that the practices for systems operations and maintenance meet the enterprise's strategies and objectives.
BSA 525	Information Assets Protection	3	The Protection of Information Assets domain is divided into five topic areas that focus on design and implementation of system and security controls, data classification, physical access, and the process of retrieving and disposing of information assets. The objective of this domain is to ensure that students understand and can provide assurance that the enterprise's security policies, standards, procedures, and controls ensure the confidentiality, integrity, and availability of information assets.
BSA 531	IT Architecture in the Age of Cloud	3	IT Architecture in the Age of Cloud covers solution architecture designed specifically for the cloud, with alignment to AWS Solution Architect - Associate certification. Course topics include designing and defining resilient performant architectures, and securing and cost-optimizing architectures that are operationally excellent.
BSA 550	Customer Relationship Management	3	This course provides a comprehensive review of customer relationship management (CRM), which is a major component of organizational business intelligence (BI). This course covers the domain of CRM and is not tied to any particular perspective and covers a number of holistic models. Students will learn three types of CRM - strategic, operational and analytical. This course emphasizes a managerial perspective on CRM while maintaining a balanced view of the technology.
BSACB 531	IT Architecture in the Age of Cloud	3	This course covers solution architecture designed specifically for the cloud, with alignment to AWS Solution Architect - Associate certification. Course topics include designing and defining resilient performant architectures and securing and cost-optimizing architectures that are operationally excellent.
BSADA 375	Fundamentals Of Business Systems Development	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle (SDLC) will be fundamental to the course.
BSADA 376	Systems Analysis and Design	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development with a focus on application within health care. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.
BSADA 385	Intro To Software Engineering	3	This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application and best practices.
BSADA 425	BSIT Capstone	3	As the capstone course for a Bachelor of Science in Information Technology (BSIT), students will complete a multi-faceted academic project/paper that demonstrates mastery and assesses the level of competency for the stated outcomes of the BSIT program. Additionally, students will complete the development of their career portfolios to illustrate skills gained throughout the course of this program.

BSCOM 100T	Introduction to Communication	3	This course is an introduction to the field of communication with emphasis on the history of communication study, concepts important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.
BSCOM 210T	Logic and Rhetoric	3	Open-mindedness to different perspectives is important - but equally important is the ability to construct a valid argument in support of one's claim. This course covers key skills in reasoning, critical thinking, and persuasion used to effectively communicate. Topics include logical argumentation, rhetoric, persuasion, semantics, and perception.
BSCOM 230	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 230T	Storytelling	3	One of the most effective and compelling ways to communicate is through a good story. This course introduces key elements of storytelling and illustrates ways to enhance messaging and better engage with audiences. Topics covered may include compositional structure, grammar, and storytelling strategies to address business and communication needs.
BSCOM 250	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.
BSCOM 250T	Communication Technology	3	The communication technology used to convey a message can be just as important as the message itself. This course explores different forms of communication technology available to support the exchange of information and interactions between people and organizations. Students will examine how to strategically write and structure communication using different technologies within a variety of environments.
BSCOM 268T	Foundations of Mass Communication	3	This course surveys the basic theories of mass communication. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints. The course will encourage a critical analysis of the performance of mass media.
BSCOM 310	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.
BSCOM 310T	Interpersonal Communication	3	This course examines communication principles and strategies for effective interpersonal, small group and team communication. Topics include collaboration, role definition, goal setting, leadership, and diversity.
BSCOM 320T	Mass Communication and Media	3	This course introduces key media theories and practices and examines the history of mass communication and its influence on society. Topics covered include media literacy, propaganda, marketing, law, and ethics.
BSCOM 324T	Communication Research	3	This course focuses on the research methods employed in the communication discipline and enhancing the understanding of credible sources and accurate information. Students will learn of the most frequently applied components of communication research. Topics may include descriptive statistics, sampling, measures, research design, methodologies, and content analysis.

BSCOM 336T	Communication Theories and Practice	3	This course explores the various theories of communication that create the foundation for study of communications in the bachelor's degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.
BSCOM 340T	Organizational Communication	3	In this course, students will apply key communication strategies that support effective organizational communication. Topics include change management, training and development, operational transformation, and performance improvement.
BSCOM 350	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.
BSCOM 350T	Journalism: Writing for Impact	3	With the introduction of the Internet and social media, the practice of journalism is in a state of transformation. This course covers key elements of investigative journalism, research, and news reporting across a variety of media outlets. Also covered are legal and ethical considerations related to the practice of journalism.
BSCOM 370T	Social Media Communication	3	The emergence of social media has transformed how individuals, organizations, and entire industries communicate with one another. This course examines the evolution of social media technology and its influence on communication and behavior. Students will examine principles of visual communication, including the use of symbols and signs to communicate information.
BSCOM 380T	Corporate Communication and Public Relations	3	This course introduces strategies used to shape public opinion, including image and brand management. Foundational principles of corporate and public relations and communication ethics are covered.
BSCOM 400	Technical Communication	3	In this course, students will research and organize complex information for instructional and technical purposes. Students will also explore various technologies and editing processes used to clarify the delivery and display of information.
BSCOM 420	Global and Intercultural Communication	3	In a world rich in culture and diverse individual backgrounds, it is essential to understand principles of effective intercultural and global communication. In this course, students will examine the influence of society upon group behavior, cultural traditions, and communication practices, and will apply strategies to improve communication and competence across various intercultural environments and contexts.
BSCOM 450	Negotiation, Mediation, and Diplomacy	3	Conflict and disagreements happen in every organization. This course examines conflict management and mediation strategies for a variety of situations that can be used to defuse tension and promote collaboration and compromise. Topics include communication law, negotiation, and diplomacy.
BSCOM 480	Applied Communication Capstone	3	In this capstone course, students will integrate and apply their learning from throughout the program. Students will construct a comprehensive and strategic communication plan and evaluate its impact on organizational performance.
BSHS 395	Client Assessment and Planning	3	This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs,and mobilizing resources and necessary supports for assisting clients in meeting goals.

BSHS 405	Intervention, Direct Service Delivery & Case Management	3	This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals.
BSHS 406	Family and Social Systems: Contemporary Trends and Issues	3	Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.
BSHS 415	Field Experience I	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting.
BSHS 415O	Orientation to Field Experience	0	This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.
BSHS 425	Administration & Management of Human Service Programs	3	Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.
BSHS 426	Human Services Management: Theory & Practice	3	This course traces the historical context of human services management. Students will examine strategies for managing an integrated, multi-emotionally driven work force. Students will prepare to be generalists, understanding the scope of leading work forces under pressure. Students will employ learned management practices to distinguish, inspect, and measure the important attributes of program management and supervision. A focus on organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation, and effective communication with a range of paraprofessional and professional colleagues allows students to explore their role as managers in the growing human services field.

BSHS 435	Research and Statistics in Human Services	3	This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.
BSHS 438	Care for Aging Populations	3	The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation. (3 credits) Prerequisite: BSHS/437.
BSHS 439	Grief, Loss and End of Life Issues	3	In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing. Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict. (3 credits) Prerequisite: BSHS/438.
BSHS 445	Survey of Crisis and Mental Health Issues and Interventions	3	In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk.
BSHS 457	Codependence and Working with Families	3	In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families. (3 credits). Prerequisite: BSHS/456

BSHS 465	Professional Development and Identity	3	In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS).
BSHS 475	Field Experience II	3	This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority.
BSHS 485	Capstone: Advocacy and Creating Social Change	3	This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment.
BUS 212T	Foundations of Business	3	In this course, students will understand the foundations of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.
BUS 441	Small Business Operations	3	This course provides students with an overview of small business operational needs. Students will examine regulatory requirements, operational considerations, and human resource needs related to small business ownership.
BUS 475	Integrated Business Topics	3	The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. By using real world examples, the students will demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the application of the student's previous coursework.
BUS 700	Introduction to Business Administration in Doctoral Study	3	The course provides an introduction to business administration for doctoral students entering the Doctor of Business Administration or Doctor of Management programs who do not have prior academic experience in this area.
BUS 721	Issues in Optimizing Operations	3	This course provides an overview of business information systems, specifically Business Intelligence (BI) and Enterprise Resource Planning (ERP). Students will learn how businesses adapt approaches to optimize their operations and the conditions under which these lead to success. Students will also examine the link between operations excellence and corporate strategy.
BUS 731	Transforming the Business I	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be delivered in Transforming the Business II.

BUS 732	Transforming the Business II	3	This course requires the student to integrate previous learning by identifying organizational problems and recommending alternative business models that will positively impact future organizational performance. The outcome of this course will be a continuation of Transforming the Business I.
BUS 733	Transforming the Business	3	In this course, students will integrate visionary organizational leadership ideas and practices and apply these to the optimization of organizational resources in a complex, global environment to positively impact future organizational performance, change and sustainability.
CCMH 502	Graduate Portfolio	0	Portfolio is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-week, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CCMH 504	Individual and Family Development Across the Life Span	3	This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.
CCMH 506	Personality Theories and Counseling Models	3	This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. A focus on evidence-based practices that incorporate cultural diversity issues with population- specific approaches is significant feature of this course. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate. Assessment and intervention for emergency/crisis is introduced.
CCMH 510	Multi-Cultural Issues in Mental Health Counseling	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 510CA	Multicultural Issues in Mental Health Counseling	3	This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Special focus is given to populations in the state of California. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.
CCMH 515	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.
CCMH 515CA	Legal, Ethical, and Professional Issues in Counseling	3	This course covers the legal and ethical responsibilities of the counseling professional with an emphasis on California law. Students learn to interpret and act upon situations appropriately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

CCMH 520	Biological Basis of Behavior/Physiological Issues	3	This course examines the biological foundations of human functioning in relationship to cognition, emotions and mental health. It includes an overview of neuro-anatomy, biochemistry, and main effects and side effects of prescription psychotropic medication. The goal of the course is to learn how the underlying biological aspects of human functioning affect processes of adjustment and well-being relevant to client populations. There is special attention given to issues pertaining to those who are taking psychotropic medication and the need to monitor them for side effects and contraindications. Ethics and methods of working with medical personnel are included.
CCMH 522	Psychopharmacology	3	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
CCMH 525	Research Methods for Mental Health Counselors	3	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
CCMH 535	Psychometrics	3	The focus of this course is on tests used in counseling and test reports, with an emphasis on learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed, and the following components are discussed: psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results.
CCMH 540	Career and Vocational Counseling	3	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
CCMH 544	Introduction to Clinical Assessment	3	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
CCMH 548	Psychopathology: Advanced Clinical Assessment	3	Students build on the skills gained in previous courses, focusing on the more complex or problematic disorders. Students enhance their skills by using the Diagnostic and Statistical Manual of Mental Disorders® for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical-thinking skills; and on multicultural, legal, and ethical issues.

CCMH 551	Individual Counseling	3	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.
CCMH 558	Crisis Intervention and Trauma	3	This course provides students with an in-depth evaluation of crisis and trauma counseling, including emergency and disaster situations. Students examine crisis theory, methods of crisis response, psychological effects associated with trauma, assessment strategies, and intervention models. Students analyze theoretical approaches as they relate to crisis management and trauma counseling.
CCMH 561	Dependency and Addictions	3	This course addresses addiction concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.
CCMH 565	Family, Couple, and Child Counseling	3	This course is an overview of models in the intervention and treatment of children, adolescents, and families. Students contrast fundamental assumptions of systems theory with intrapsychic theories; address integrative approaches to assessment and diagnosis in family therapy; and explore systemic approaches to treatment of issues common to families and children in clinical settings.
CCMH 568	Group Counseling	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
CCMH 578	Seminar Clinical Mental Health	3	This course integrates mental health foundations with historical, philosophical and contextual dimensions of clinical mental health counseling practice and reviews the trends in both the knowledge and skills necessary to practice crisis and trauma counseling. Community resources and professional networks are explored as a means of demonstrating the integration of the profession in a social context and to advocate for the profession. Students will investigate professional roles, functions, and relationships with other human services providers. Additionally, application of counseling models and assessment tools for crisis and trauma, are investigated in-depth.
CCMH 581	Supervision/Management in Clinical Mental Health Counseling	3	This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and consultation, particularly as they relate to recent changes in the mental health care delivery system.
CCMH 592	Practicum in Clinical Mental Health Counseling	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to integrate theory into practice through intake, assessment, and treatment with clients seeking mental health services. This course includes a special topic on Grief and Loss counseling. Students develop their styles and strengths as professional counseling practitioners, as well as identify areas needing further development.
CCMH 592O	Orient to Practicum in Clinical Mental Health Counseling	0	This course is an orientation to the practicum and internship.
CCMH 597A	Internship A	3	Counseling Internship is a 600-hour clinical experience required of all MSC students. CCMH/597A and B require the student to complete 300 hours for each course. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students attend faculty-led group supervision weekly and cover topics from the 8 CACREP core competencies.

CCMH 597B	Internship B	3	Counseling Internship is a 600-hour clinical experience required of all MSC students. CCMH/597A and B require the student to complete 300 hours for each course. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students attend faculty-led group supervision weekly and cover topics from the 8 CACREP core competencies.
CHL 610	Community Health Assessment	3	This course examines the concepts, methods and practices for assessing the health of a community. Topics include assessment of resources, data, gaps, and strengths; developing community health profiles; identifying determinants of health; and the utilization of community health assessment in prioritizing recommendations and developing public health interventions.
CHL 620	Community Health Engagement and Organizing	3	This course examines key principles of community health promotion and community based participatory research principles. Key elements of community organizing for improved health outcomes including establishing community collaborations and partnerships, engagement, coalition building, community assessment, and dissemination of efforts. Principles of community engagement are examined in relation to community health.
CHL 630	Planning and Implementing Community Health Initiatives	3	In this course, learners create theory-based and evidence-informed community health initiatives. The course will examine use of logic models, intervention activities, budget development, organizational structure, and stakeholder engagement. Course concepts are applied to community health settings and scenarios and students gain opportunity to plan and implement health programs and initiatives.
CHL 640	Evaluating Community Health Initiatives	3	This course provides learners with an opportunity to plan, implement, and utilize evaluation methods within community health settings. Basic principles and practices of evaluation are addressed, including identifying the goals of a community health initiative; designing and implementing an evaluation plan; using evaluation results to improve processes, programs, policies, and outcomes; and sharing results with stakeholder groups.
CHM 110	Introductory Chemistry	3	This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
CHM 150	General Chemistry I	4	This course provides students with in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students may apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.
CHM 151	General Chemistry II	4	This course continues the examination of principles and applications of chemistry that was begun in CHM/150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation & reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through completion of virtual labs.
CIS 207T	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, data management, networking, and the Internet.

CIS 291	PC and Device Fundamentals	3	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293 are aligned with the requirements of the CompTIA A+ 220-1101 exam.
CIS 291T	PC and Device Fundamentals	3	This course provides an introduction to personal computers (PC) and mobile devices commonly used in business and non-profit industries. Topics include the fundamentals of hardware components, architecture, configuration, upgrade, and repair. This course also provides an introduction to hardware troubleshooting and computer support. This course and CIS/293T are aligned with the requirements of the CompTIA A+ 220-1101 exam.
CIS 293	Network Troubleshooting and Support	3	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293 provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291, are aligned with the requirements of the CompTIA A+ 220-1101 exam.
CIS 293T	Network Troubleshooting and Support	3	This course provides an introduction to computer networking, network troubleshooting and desktop support. Topics include networking design and implementation. CIS/293T provides hands on practice troubleshooting hardware and desktop support issues aligned with entry-level desktop support. This course, and CIS/291T, are aligned with the requirements of the CompTIA A+ 220-1101 exam.
CIS 295	Introduction to PC and Mobile Operating Systems	3	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297 align with the requirements of the CompTIA A+ 220-1102 exam.
CIS 295T	Introduction to PC and Mobile Operating Systems	3	This course provides an introduction to the fundamentals of personal computer and mobile device operating systems. Topics include software configuration, file and data management, synchronization, and troubleshooting. Cloud concepts and the integration of cloud services in the work environment are introduced. This course and CIS/297T align with the requirements of the CompTIA A+ 220-1102 exam.
CIS 297	Computer Security and Operational Support Fundamentals	3	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295 align with the requirements of the CompTIA A+ 220-1102 exam.
CIS 297T	Computer Security and Operational Support Fundamentals	3	This course provides an introduction to the fundamentals of network security across devices. Topics include operational procedures and best practices for troubleshooting and providing end-user support. This course provides theory and practice troubleshooting operating systems across devices. This course and CIS/295T align with the requirements of the CompTIA A+ 220-1102 exam.
CISDA 207	Information Systems Fundamentals	3	This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, database management, networking, and the Internet.

CJA 305	Criminal Law	3	This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.
CJA 315	Criminal Procedure	3	This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth, and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, and pretrial and trial processes. In addition, the United States Constitution, as interpreted by the U.S. Supreme Court, is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.
CJA 316	Survey of Criminal Justice	3	This course provides an overview of the key components, theoretical foundations and processes involved in the administration of criminal justice. The course examines the application of historical and philosophical considerations between the components of the criminal justice system.
CJA 325	Criminal Organizations	3	This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.
CJA 326	Ethics in Criminal Justice	3	This course explores the ethical standards and codes of professional responsibility in criminal justice professions. It also provides a foundational perspective for ethics in relationship to professional organizations and agencies. Students will examine the interrelated nature of ethics, morality, legal responsibility, and social issues in criminal justice settings.
CJA 335	Research Statistics	3	Students learn to perform introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis and demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze and critique the use of statistics in research published by criminal justice researchers.
CJA 336	Diversity in Criminal Justice	3	This course offers an inclusive, critical, and balanced examination of the American criminal justice system with respect to major aspects of multiculturalism and societal diversity. Students will examine policies, procedures, and issues of diversity prevalent in criminal justice administration.
CJA 346	Theories of Criminology and Victimology	3	This course examines fundamental theories on the causes of criminal behavior, determinations on the extent of criminality in society, associated policy implications and the application of criminological theories in the criminal justice system. This course also explores traditional victimology, special victims and responses to victimization including civil and criminal processes and the correlation of victimology and criminology.
CJA 356	Organizational Behavior and Management	3	This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations. Organizational behavior management challenges individuals to understand organizational structure and systems, leadership, effective communication, and change management in our rapidly changing society.
CJA 376	Interagency Communication	3	This course explores the relationships across all levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Network management theories, inter-organizational communication, and potential collaboration models are explored.

CJA 386	Research Statistics	3	This course examines introductory statistical techniques common to the criminal justice system including descriptive and inferential statistics, correlation, and factor analysis. Students will demonstrate knowledge of the application and limitations of specific statistical tests. Students also analyze the use of statistics in research published by criminal justice researchers.
CJA 395	Current Issues/Futures in Criminal Justice Management	3	This course examines both the principle issues in contemporary criminal justice management as well as the extrapolation of such issues toward possible futures within the criminal justice management field. Students will focus on relevant research in policing, courts, and corrections that reflect key elements of current conditions and what may be expected in the years to come that will be important to criminal justice administrators. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
CJA 416	Budget, Finance, and Planning	3	This course explores public sector revenue sources, allocation of funds, governance, public stewardship, responsible economic policies, debt, and the requirement for accurate and complete reporting. Various budgetary approaches used in federal, state, and local agencies are analyzed.
CJA 426	Grant Writing and Funding	3	This course explores the essential foundations and strategies that criminal justice agencies and associated programs utilize in their pursuit of federal, state, and private grant solicitations. Students will identify funding sources, budgetary approaches and best practices in the development of successful grant proposals.
CJA 436	Mental Health Services and Crisis Intervention	3	This course explores the concepts designed to promote solutions that assist criminal justice professionals when dealing with individuals affected by mental health issues. Students will evaluate the concepts and administration of crisis intervention and mental health services, and their practical applications in the field. Students will create strategies for providing services to varied populations in the criminal justice system.
CJA 446	Criminal Justice Policy Analysis and Program Evaluation	3	This course explores strategies and alternative solutions used to develop, implement, and evaluate criminal justice policies and programs. Students analyze the operations of criminal justice programs against established standards in order to determine program improvement.
CJA 454	Criminal Justice Management Theory and Practice	3	This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles, and assessing the effectiveness of the activities of criminal justice organizations. Students will discuss constitutional requirements, court decisions, and legislation as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology and purposes and formats of financial statements are introduced.
CJA 456	Contemporary Issues and Futures in Criminal Justice	3	This course will examine the impact of current and future advancements that interface with the criminal justice system. Discussions will focus upon established research and predictive techniques in policing, courts, and corrections. Students will gain the requisite knowledge to advance the profession as positive change-agents, through the extrapolation of future themes within the ever-evolving criminal justice field.
CJA 474	Managing Criminal Justice Personnel	3	This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems with, procedures for, and solutions to common personnel issues will be explored.

CJA 475	Forecasting and Strategic Planning	3	This course provides pre- or in-service administrators/managers the knowledge, skills and tools necessary to consider the long-term mission and direction of various criminal justice agencies and to build strategy and operations from both internal and external stakeholders to achieve identified mission goals. Students consider strategic planning as a process and method for implementing effective strategic management. Students receive a high-level overview of data collection and analysis methods for strategic planning that provide the ability to develop long-term solutions to continually evolving organizational challenges. Students explore long-term strategic management options, and how to use that information in planning, decision making, and developing strategies for more efficient organizational management of operations and programs.
CJA 476	Criminal Justice Problem-Solving Methods	3	This course examines problem-solving approaches to criminal justice issues through root cause analyses, application of problem-solving methodologies, and assessment of the effectiveness of the criminal justice responses to contemporary issues.
CJA 486	Administration Capstone	3	This capstone course is designed for students to integrate their acquired knowledge of theory into practical applications. Students will demonstrate ethical decision-making, research, public policy and administration as it applies to communities and the criminal justice field.
CJS 201	Introduction to Criminal Justice	3	This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology, and constitutional limitations of the system will be covered.
CJS 205	Composition for Communication in the Criminal Justice System	3	This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.
CJS 211	Ethics in Criminal Justice	3	This course explores the standards and codes of professional responsibility in criminal justice professions. It also explores ethical dilemmas, professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures, and civil responsibility in law enforcement and correctional environments.
CJS 215	Introduction to Forensics	3	This course provides an introduction to forensic science. This survey course is developed specifically for non-science majors to familiarize them with the different forensic science disciplines, the types of examinations crime laboratories conduct, and how forensic science is applied in current American criminal justice systems. Students gain a basic understanding of the principles of science, specifically the scientific method and its application.
CJS 221	Cultural Diversity in Criminal Justice	3	This course offers a comprehensive, critical, and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts, and corrections environments.
CJS 225	Critical Thinking in Criminal Justice	3	This course introduces the topics of critical and creative thinking. This overview course defines and differentiates the two topics, and helps students explore how personal beliefs are formed and evaluated. Special attention is placed on how critical and creative thinking are used to create solutions to problems encountered by criminal justice and security personnel.

CJS 231	Criminology	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CJS 235	Victimology	3	This course introduces students to the topic of victimology, the scientific study of victims, and an overview of current theory, research, and trends within the context of specific victimization types. Specific crime types, the impact of crime on victims and society, the role of victims within the criminal justice system, specific remedies, and victim rights and services are also examined.
CJS 241	Introduction to Police Theory and Practices	3	This course provides an overview of policing theories and practices used in United States law enforcement systems. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJS 245	Juvenile Justice Systems and Processes	3	This course is a general introduction to the field of juvenile justice, including an overview of the juvenile justice system and the differences between dependency and delinquency. Students address current problems facing juveniles, and compare adult and juvenile justice systems. Special attention is given to the problems inherent in the police handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.
CJS 251	Introduction to Criminal Court Systems	3	This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.
CJS 255	Introduction to Corrections	3	This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners.
CMGT 245	IS Security Concepts	3	This course introduces general concepts of information systems security. Content includes governmental views, positions, and risk assessment and management. Coursework explores other concepts, including contingency and business resumption planning, backup schemes, and implementation strategies, as well as various types of invasive actions and prevention measures.
CMGT 400	Intro to Information Assurance & Security	3	This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.
CMGT 410	Project Planning and Implementation	3	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.
CMGT 430	Enterprise Security	3	This course covers the managerial and technical considerations related to access controls, authentication, external attacks, and other risk areas facing an enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well as the concepts for protecting the hardware and software assets of an enterprise.

CMGT 431	Information Systems Security	3	This course introduces students to the concept of information systems security within the framework of a major security certification - the Certified Information Systems Security Professional (CISSP) certification. It provides an overview of the new eight domains of the CISSP certification and prepares students for more detailed work in the subsequent program courses. The domains include: Security and Risk Management, focusing on Security, Risk, Compliance, Law, Regulations, and Business Continuity; Asset Security, focusing on Protecting the Security of Assets; Security Engineering, focusing on Engineering and Management of Security; Communication and Network Security, focusing on Designing and Protecting Network Security; Identity and Access Management, focusing on Controlling Access and Managing Identity; Security Assessment and Testing, focusing on Designing, Performing, and Analyzing Security Testing; Security Operations, focusing on Foundational Concepts, Investigations, Incident Management, and Disaster Recovery; and Software Development Security, focusing on Understanding, Applying, and Enforcing Software Security.
CMGT 433	Cyber Security	3	This course explores the evolution from information security to cyber security, policy and cyber security development, and the relationships between business and public- or private-sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and Internet security as they apply to both business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability or mitigation process as well as the need for development of an organization-wide cyber security policy.
CMGT 442	Information Systems Risk Management	3	This course reinforces student's knowledge of the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas presented. Organizational policies, project management, and procurement considerations will also be analyzed and applied to development, implementation, and use of computer-based information systems.
CMGT 545	Influence and Leadership in Tech	3	This course discusses how to effectively communicate with organizational C-suite leaders and lead as a strategic partner, as IT continues to move from a department supporting or serving the business to leading change and innovation. Leadership skills includes managing project scope, cost, quality and stakeholders. Students learn the importance of soft skills such as influence, idea sharing and generating, managing conflict, and leading change.
CMGT 554	IT Infrastructure	3	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the Internet, server and storage architectures, and regulatory considerations.
CMGT 555	Systems Analysis and Development	3	This course provides a background in analysis and design techniques for business system and application development. This course covers Software Development Life Cycle (SDLC) with emphasis on waterfall and agile methodologies.
CMGT 556	Enterprise Models	3	This course provides an introduction to organizational managerial support systems and the use of metrics in strategic business decisions. Strategies for the use of a Supply Chain Management (SCM) system with a focus on the software selection and implementation are evaluated. Additionally the role and benefits of a Customer Relationship Management (CRM) system are examined with a comparison of Enterprise Resource Planning (ERP) benefits to the business process. The skills developed in this course ensure that students have a strong foundation and background of successfully integrating all three strategies within an organization.

CMGT 558	Strategic Management of Technology and Innovation	3	This course covers the subject of technological innovation management as a strategic process from assessing competitive dynamics, strategy formulation, to strategy implementation with an eye toward new product development. Students are given opportunities to use critical and design thinking to solution real-world challenges such as skill shortages, technical debt, and DevOps.
CMGT 559	Managing Risk and Security vs Opportunity	3	This course explores the role of the security manager who develops and manages an information security program with a deep understanding of the relationship between IS programs and the broader business goals and objectives. Topics include but are not limited to, security governance, incident management, and risk management and compliance. This course is aligned to the ISACA Certified Information Security Manager (CISM) learning domains.
CMGT 575	CIS Project Management	3	This course addresses the processes and skills needed for successful project management in the computer information systems and technology environment of business. Topics include project scoping, estimating, scheduling, budgeting, tracking, and controlling.
CMGT 578	CIS Strategic Planning	3	This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Course topics include the need for and contents of a corporate strategic plan; the relationship of information systems planning to overall organizational goals; assessment of the organization's current state; determination of information technology (IT), project, and management requirements; and the means of prioritizing and selecting systems projects.
CMGT 582	Security & Ethics	3	The ethical issues examined in the course include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations, and compliance requirements are examined in this course, as well as the considerations for creating a safe digital environment within the organization.
CMGT 583	IS Integration	3	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture
CMGTCB 545	Influence and Leadership in Technology	3	This course discusses how to effectively communicate with organizational C-suite leaders and lead as a strategic partner, as IT continues to move from a department supporting or serving the business to leading change and innovation. Leadership skills includes managing project scope, cost, quality and stakeholders. Students learn the importance of soft skills such as influence, idea sharing and generating, managing conflict, and leading change.
CMGTCB 554	IT Infrastructure	3	This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the Internet, server and storage architectures, and regulatory considerations.
CMGTCB 555	Systems Analysis and Development	3	This course provides a background in analysis and design techniques for business system and application development. This course covers Software Development Life Cycle (SDLC) with emphasis on Waterfall and Agile methodologies.
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CMGTCB 575	CIS Project Management	3	Course addresses Agile processes and skills for successful project management and cross-functional activities and is aligned to the Agile Certified Professional (PMI-ACP.) Agile is widely employed in computer information and technology environments to achieve business goals and outcomes. Topics include methodology, stakeholder engagement, estimating and planning, team performance, project tracking and change management.
CMGTCB 578	CIS Strategic Planning	3	This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Course topics include the need for and contents of a corporate strategic plan; the relationship of information systems planning to overall organizational goals; assessment of the organization's current state; determination of information technology (IT), project, and management requirements; and the means of prioritizing and selecting systems projects.
CMGTCB 582	Security and Ethics	3	The ethical issues examined in the course include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations, and compliance requirements are examined in this course, as well as the considerations for creating a safe digital environment within the organization.
CMGTCB 583	IS Integration	3	This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.
CMGTDA 410	Project Planning and Implementation	3	This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.
CMGTDA 433	Cyber Security	3	This course explores the evolution from information security to cyber security, policy and cyber security development and the relationships between business and public/private sector organizations in meeting the challenges of cyber security threats. Students will be introduced to the legal and regulatory requirements for internal network and internet security both as they apply to business and personal use. Vulnerabilities of both the organization and the individual will be reviewed as well as the processes and controls for mitigating cyber security threats. The need for an IT audit will also be explored as part of the vulnerability/mitigation process as well as the need for development of an organization-wide cyber security policy.

CMHC 551	Human Sexuality and Sex Therapy	3	The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations.
CNSL 502	Graduate Portfolio I	0	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Social and Behavioral Sciences.
CNSL 503R	Residency I	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency is the last requirement for formal admission into the counseling program and provides an opportunity for students to observe, practice, and demonstrate competency in basic counseling skills. Students are evaluated on professional dispositions, fundamental counseling skills, and their readiness to matriculate in the program.
CNSL 513R	Residency II	1	This residency course is 2-weeks in length, with significant synchronous interactions with faculty and peers. The final 3-days of the residency provides an opportunity for students to observe, practice, and demonstrate competency integrating counseling skills with cognitive-behavioral theory. Students explore couples counseling concepts and strategies. Other topics include professional and personal development; application of theory to practice; and sensitivity to diversity issues. Students will demonstrate intake, assessment and treatment planning abilities. In addition to counseling skills, students are evaluated on professional dispositions and their readiness to progress in the program.
CNSL 523R	Residency III	1	This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The final 3-day in person residency in the Clinical Mental Health Counseling online program focuses on advanced clinical counseling skills and competencies. Students practice facilitation of group therapy and demonstrate skills in clinical case staffing. The core of this residency focuses on practicing group work theory and application in a variety of group therapy simulations. This residency is also used to determine the student's readiness for work with diverse populations during clinical placement in practicum and internship courses. Specific topics include professional orientation, professional identity, personal growth, and self-care.
CNSL 556	Portfolio II	0	Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.
COM 295T	Business Communications	3	This course introduces students to the foundations of communication in a business setting. After completion of this course, students will be able to identify the types and purposes of various business documents; create messages using appropriate channels for delivery based on context, audience and purpose; understand the needs created by changes in technology such as social media on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.

COM 516	Professional Communications	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
COM 520	Organizational Communication for Adult Education & Training	3	In this course, learners will apply effective written and oral communication principles to the role of adult educator and trainer in the workplace environments of today. Learners will examine the influence of perception, organizational change, and technology tools on the creation of professional communication. In addition, learners will demonstrate how to create communication appropriate to the audience and the communication channel, including digital, social media, and mobile platforms. The course also addresses interpersonal and intercultural communication in corporate, educational, and global settings.
COM 539	Communications: Selling and Customer Engagement	3	This course will introduce students to the fundamentals of the sales management process. Students will leverage their negotiation and persuasive communication skills in the development of a sales plan. Specific topics include an understanding of strategies for prospecting ethically based long-term relationship selling, proactive customer-focused selling techniques, and adaptive selling and active listening practices.
COM PA523	Communications for Public Administrators	3	This course prepares students to communicate with multiple stakeholders, elected officials and the public in the political environment. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.
COMM 110	Introduction to Oral Communication	3	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.
COMMDA 110	Introduction to Oral Communication	3	This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques.
COMPROGLAB	Computer Programming Lab	0	This is a workshop for the new BSIT program Computer Programming Labs.
CPSS 210	Introduction to Criminal Justice	3	This course is an introductory overview that provides students with the opportunity to gain an understanding of the criminal justice system in the United States. The course surveys the foundations of the criminal justice system including individual and organizational roles and the issues encountered on a daily basis.
CPSS 215	Survey of Corrections in the United States	3	This course introduces the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history and the people, agencies and organizations who manage, and support convicted offenders. Other topics include policies and procedures, sentencing, community supervision, and rehabilitation of justice involved populations.
CPSS 225	Survey of Correctional Program Career Opportunities	3	This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.
CPSS 240	Foundations of Criminal Behavior	3	This course highlights the causes of criminal behavior and the theoretical interpretations of such behavior. Students are introduced to the criminological methods of inquiry and review several different classifications of crime. Students also consider the public policy implications of various approaches to criminology.
CPSS 300	Working with the Correctional Population	3	This course provides an overview of correctional populations, their specific needs, processes, management, rehabilitation services, and re-entry to society.

CPSS 316	Social Psychology and Criminal Behavior	3	This course provides a unified view of the field of social psychology as it relates to the development of criminogenic factors and criminal behavior. It presents the concepts of social influence and group think as they relate to human thoughts, feelings, and actions.
CPSS 330	Essentials of Communication in Corrections	3	This course focuses on the principles of effective professional communication. Topics include the broad spectrum of communication requirements and techniques to meet the demands of multiple audiences within the correctional field.
CPSS 331	Ethics and Values for Support Services Professionals	3	This course provides an overview of ethical standards outlined by human service, criminal justice, and mental health organizations. Students will explore and examine their personal values, beliefs, and biases as they relate to different social involved populations.
CPSS 332	Diversity and Special Populations	3	This course offers an inclusive, critical, and balanced examination of diverse populations. The emphasis of this course is on implicit and explicit multicultural factors. Students will examine personal beliefs, values, and develop culturally appropriate strategies when working with diverse and special populations.
CPSS 370	Intake, Assessment, and Classification	3	This course introduces students to the purpose, philosophy, and functions of intake, assessment, and classification within the correctional system. Students survey multiple tools for determining risk and the needs of incarcerated individuals.
CPSS 385	Case Planning and Case Management	3	The purpose of this course is to prepare students to develop and manage a case plan for persons in the correctional system, based on each individual's risk, needs, and resources. Students examine the factors that influence case planning and management.
CPSS 395	Program Facilitation Skills	3	This course identifies the variety of facilitation skills necessary for promoting positive behavioral change in inmates and offenders. Students explore the distinction between paraprofessional and professional program services.
CPSS 400	Institutional and Community-Based Programs	3	This course provides an overview of programs and interventions in institutional and community-based settings. Students explore the risk and need assessment process that determines program placement and advocacy action plans. Students further explore professional careers in criminal justice and helping professions.
CPSS 405	Working with Sex Offenders	3	This course provides the historical overview of sex crimes and punishment and explores the contemporary challenges of working with sex offenders. Students review treatment types specific to sex offenders.
CPSS 410	Overview of Mental Health in Criminal Justice	3	This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of mental health intervention and treatment.
CPSS 411	Mental Health Issues in the Forensic Setting	3	This course examines the evolution of national perspectives and current strategies regarding offenders with mental health issues. Students explore the challenges related to assessment and treatment within the system, as well as transition and continuity of care after release from custody.
CPSS 412	Organic- and Physiologically-Based Disorders	3	This course introduces students to the diagnostic criteria for organic and physiologically based disorders. Students examine the intricacies of multiple disorders related to mood, anxiety, and trauma issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.
CPSS 413	Character- and Personality-Based Disorders	3	This course introduces students to the diagnostic criteria for character- and personality-based disorders. Students examine the intricacies of multiple disorders related to character and personality issues. The course addresses the prevalence of these disorders within society, with a special focus on the effects on the criminal justice system. Students learn basic identification and intervention techniques.

CPSS 415	Working with Juvenile Offenders	3	This course includes a general overview of the juvenile justice system and is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.
CPSS 418	Prevention and Treatment Interventions	3	This course will introduce students to basic prevention and treatment models. Students will survey a variety of interventions and strategies for addressing delinquent behavior.
CPSS 420	Issues of Substance Abuse and Addiction	3	This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of substance abuse, prevention, intervention, and rehabilitation.
CPSS 421	Etiology and Physiology of Addictions Disorders	3	This course examines the development of addiction disorders and the factors that influence substance abuse. Students will explore the prevalence of co-occurring disorders and addictions in vulnerable populations.
CPSS 423	Prevention, Self-Help, and Treatment Models	3	This course introduces students to different addiction prevention, treatment, self-help, and program models for working with forensic populations. Topics include the progression of criminal justice interventions and strategies to address addiction issues.
CPSS 430	Maintaining Boundaries and Self-Care	3	This course introduces multiple skills and resources that support a fulfilling career in corrections, including processes for setting healthy boundaries, managing conflicts, and developing appropriate coping strategies for professional self-care.
CSS 200	Foundations of Computer Science	2	This foundation course covers core computing technology concepts including computational thinking, abstraction of information, computing hardware and data, programming, and iteration.
CSS 300	Software Development Concepts	3	This course provides an introduction to software development with some beginning concepts in HTML, CSS and JavaScript as well as additional skills for building the user interface (UI) and manage the application lifecycle.
CSS 325	Ethics in Computer Science	3	This course addresses the legal, ethical, and societal implications of information technology and highlights notable technology developments and their impact on business. Students examine professional codes of ethics, cyberattacks and cybersecurity, security risk assessment, privacy, electronic surveillance, and freedom of expression. Topics include Internet censorship, protection of intellectual property, quality software systems, IT's impact on society, social networking, and ethics of IT corporations with a strong focus on the ethical issues in the workplace.
CSS 421	Computer Organization and Architecture	3	This course provides a thorough discussion of the fundamentals of computer organization and architecture as related to contemporary design issues. Topics include I/O functions and structures, RISC, and parallel processors. Real-world examples are used in this modern approach to computer organization and architecture.
CSS 422	Software Architecture	3	This course focuses on the role of software architecture in modern business system development. Topics covered in this course include the understanding of software architecture as a set of design decisions to meet functional requirements and quality attributes, design patterns, modeling tools and techniques, and software architecture in some new technology trends.
CSS 430	Algorithmic Theory and Practice	3	This course provides an introduction to algorithms and paradigms for modern computing systems, integrating the study of parallel and sequential algorithms.This course prepares students to design, analyze, and implement algorithms for modern computing systems. This edition includes definitions and algorithms for a variety of state-of-the-art computing systems, including clouds, GPGPUs, grids, clusters, and networks of workstations.
CSS 435	Project Management in Software Development	3	This course provides students with an understanding of project management as it relates to the software development lifecycle (SDLC), including concepts in agile and scrum project management techniques, and topics on project scope, schedule and performance.

CSS 440	Artificial Intelligence and Big Data Trends	3	This course explores the recent technological advances associated with digitized data flows, which have recently opened up new horizons for AI. Students will gain insight into some of the areas of application of Big Data in AI, including robotics, home automation, health, security, image recognition and natural language processing.
CSS 450	Computer Science Capstone	3	A project-based course in which students will apply the concepts and skills developed in the BSCS coursework.
CSSDA 300	Software Development Concepts	3	This course provides an introduction to software development with some beginning concepts in HTML, CSS and JavaScript as well as additional skills for building the user interface (UI) and manage the application lifecycle.
CTEC 510	Overview of Career and Technical Education	3	This course is designed to survey the history, philosophy, and general principles of Career and Technical Education (CTE). Participants share ideas and resources as they learn to analyze current trends and meet challenges within the field. Using effective instructional methods in the CTE classroom, identifying resources for CTE programs and educators, overseeing student organizations, mobilizing stakeholders, and promoting CTE are also emphasized.
CTEC 511	Career and Technical Education Curriculum and Instruction	3	This course emphasizes methods of teaching career and technical education (CTE), including interdisciplinary cross-curricular instruction and the integration of Common Core State Standards (CCSS) into the CTE curriculum. Participants design curriculum and instruction to meet the needs of the diverse CTE student. Strategies for incorporating instructional technology, developing employability skills, and generating authentic assessments are also examined.
CTEL 501	Language and Language Development	4	This course examines language structure, second language acquisition theories, the nature of cognitive and affective language development, and sociocultural and political factors affecting language development. An analysis of the theories, models, processes, and stages of language acquisition will also be covered.
CTEL 502	Assessment and Instruction	4	This course discusses instruction in the content areas, using both the first language and the second language, and principles for standards-based assessments, as well as the roles, purposes, and different types of assessments. Effective language and content-area assessments and foundations for programs for English learners and English language literacy are also analyzed. The course also examines English Language Development (ELD) and Specifically Designed Academic Instruction in English (SDAIE), as well as resources, approaches and methods, listening and speaking, and reading and writing.
CTEL 503	Culture and Inclusion	4	This course addresses culture and inclusion. Participants examine cultural concepts and perspectives, cultural diversity, cross-cultural interaction, and culturally-inclusive instruction. Cultural awareness and effective collaboration among teachers, English learners, their families, paraprofessionals, and the community to improve literacy development and learning is also explored.
CUR 505	Social and Global Perspectives of Teacher Leadership	3	Students in this course have the opportunity to analyze the field of education from a social and global perspective. Students investigate the implications of the globalization of knowledge on micro and macro educational systems. Multicultural implications, diversity, and the use of technology as a vehicle of pedagogy are explored. Emphasis is on building collaborative organizational communities and empowering teacher leaders to think strategically about school change.
CUR 506	Theories and Best Practices of Curriculum and Instruction	3	This course focuses on applying curricular theory to best practices in the 21st-century classroom. Learners explore current research in curriculum and instruction. In addition, learners analyze curriculum philosophy, instructional planning, and practical applications in curriculum design. Emphasis is placed on processes in curriculum design, diversity in the classroom, and the use of technology in developing effective instruction are addressed.

CUR 515	Critical Thinking and Innovative Skills	3	This course examines critical thinking theories and quality questioning strategies for all P-12 settings, levels, and academic disciplines. Preservice and current educators will individually and collaboratively apply critical thinking and quality questioning methods and strategies to expand and strengthen student learning. Educators will design student-centered critical thinking instruction, incorporate student use of technology and resources, and examine classroom culture to optimize learning and success for all students. Additionally, educators will create assessments and determine methods for providing feedback to measure students' critical thinking skills and inform instruction.
CUR 516	Curriculum Theory and Instructional Design	4	In this course, learners focus on applying theory and systematic approaches to design and implementation of instruction for diverse adult learners. Learners identify and analyze trends, issues, models, methods, various instructional strategies, technology, and classroom management strategies in instructional design for adults. In addition, learners design an instructional unit, applying research-based best practices and employing instructional design models.
CUR 518	Multicultural Strategies for the Adult Learner	3	In this course, learners acquire a rich and deep framework to understand what diversity means in the workplace, in the training and development environment, and in the higher education classroom. Learners explore dimensions of diversity which include race, gender, age, ethnicity, sexual orientation, gender identity and expression, religion, education, and socioeconomic status. Learners acquire an awareness of diversity and understand how to design, deliver, and evaluate training and education programs that are sensitive to the challenges and opportunities that a multicultural context presents.
CUR 520	Advocating for Learning	3	This course explores strategies and best practices for fostering student engagement and improving teaching and learning in the K-12 educational environment. Participants examine relationship building, classroom culture and climate, and the cycle of effective teaching as ways to positively affect instruction and learning outcomes for all students. Research-based instructional strategies, student supports and differentiated instruction, and ways to collaborate and work toward a culture of continuous improvement are also explored.
CUR 525	Ethical Issues in Education	3	Learners examine the ethical framework and challenges of teachers and teacher leaders in today's schools. The professional educational leader fosters ethical practices and engages in purposeful ethical decision-making. Learners will explore ethical, social, and political issues in education through case studies, discussions, and other learning activities. Ethical leadership and decision-making will be analyzed through current ethical issues and topics such as academic freedom, integrity, and accountability.
CUR 528	Assessment of Learning	3	Learners focus on developing the skills necessary to become effective assessors of adult learners in corporate training and in other adult education learning environments. Learners examine the fundamentals of planning, implementing, and analyzing assessments to improve instruction and learning. Additionally, learners explore purposes and methods of evaluation for courses, programs, and training.
CUR 530	Assessment and Evaluation Models	3	This course is designed to support educators in developing an increased level of competence and professional understanding of educational assessment in the K-12 setting. Participants examine how the assessment process is used to collect data, evaluate classroom and schoolwide learning outcomes, and make informed decisions about curriculum and instruction. Emphasis is placed on formative, summative, and curriculum-based assessment to support student learning in a comprehensive and balanced assessment system. Benchmark assessments, progress monitoring, and accountability to increase achievement are also addressed.

CUR 532	Facilitating Online Learning	3	Learners explore practical strategies for aligning effective principles of facilitation with the use of technology in adult learning and training environments. This course is tailored for educators, trainers, and professionals who are responsible for delivering engaging online learning experiences using a variety of web-based course management and information systems. Throughout the course, learners will develop a deep understanding of the key principles and best practices for successful online facilitation. Learners will learn how to integrate learning theories, facilitation practices and skills, and technology tools and features to effectively engage learners, promote active participation, and foster a collaborative and supportive online learning community from the start of the course to the end of the course. Learners will be equipped with the knowledge and skills needed to effectively facilitate engaging and impactful online learning experiences, as well as navigate the online learning landscape.
CUR 535	Research for Improved Practice	4	Learners examine the process of conducting their own classroom-based or school-based research. The course provides practical experience with action research components in the educational setting for everyday instruction. Learners will use research and data to select instructional practices that lead to gains in student achievement that promote lifelong learning.
CUR 540	Methods of Coaching in the Instructional Setting	3	This course provides an overview of instructional coaching and teacher mentoring as a way to positively affect teaching and learning outcomes in the K-12 educational environment. Participants examine coaching and mentoring models and practices, the roles and responsibilities of the coach/mentor, strategies for developing trust and rapport, and the development of communicative, nurturing relationships. Teacher development through learning communities, giving and receiving feedback, and strategies for navigating challenges and managing boundaries are also explored.
CUR 545	Using Technology for Teaching and Learning	3	This course is designed to support educators in developing an increased level of competence and professional knowledge of the use of technology and technology integration in the K-12 educational setting. Participants examine technology tools, web-based content, instructional software, and digital resources for creation, communication, and collaboration to support teaching and learning in education. Models of blended and online learning, resources for facilitating digital learning, and school-wide technology integration are also addressed.
CUR 550	Engaging in Communities of Practice	3	This course examines the use of school-based communities of practice as professional learning opportunities for teachers and a means of improving student achievement and learning outcomes. Participants examine the essential conditions and important components necessary to effectively plan, establish, and work in school-based communities of practice. Best practices of instruction and assessment as a community, approaches for evaluating effectiveness, and strategies for sustaining a school-based community of practice are also explored.
CUR 555	Professional Learning for Continuous Improvement	3	This course examines the relationship between change theories, reflective practice, and models of professional development. Participants use student achievement data to determine professional development needs, explore the components and protocols of different professional development models, and examine the process and procedures for implementing high-quality professional development. Accountability measures, sustainability parameters, and methods of evaluation for school-wide professional development are also explored.

CUR 713	Curriculum, Developmental, and Learning Theories	3	This course provides an overview of foundational and contemporary learning theories and the principles of brain-based learning and cognitive information processing. Students will examine how learning theory contributes to the intellectual development of learners and the impact it has on the educational process and curriculum design. With these concepts as a foundation, students will analyze curriculum processes and procedures, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.
CUR 721	Curriculum Design	3	In this course, students focus on the creation of systemic models of curriculum design and delivery, including consideration of schedule, structure, stakeholder involvement, and end products. Students will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722	Instructional Models	3	This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs, and staff development are of special focus.
CUR 731	Supervision of Curriculum and Instruction	3	This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.
CUR 732	Program Evaluation	3	In this course, students explore program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
CYB 100	Cyber Domain	3	This course defines the Cyber Domain that encompasses Cybersecurity as the discipline of securing computer information and communications systems, networks, infrastructures and assets, and protecting them against damage, unauthorized use, modification or exploitation. The Cyber Domain must be managed ethically, politically and physically in a similar collaborative fashion to the space, maritime and physical domains of states and nations globally.
CYB 110	Foundations of Security	3	This course provides comprehensive Cybersecurity awareness and a fundamental understanding of various computer and network security threats such as: Identity Theft, Fraud, Online Scams, Virus and Backdoors, Hacking, Social Engineering Attacks and more.
CYB 120	Computer Network Defense Part 1	3	This course provides network training on Computer Network Defense fundamentals; security threats, vulnerabilities, and attacks; controls, protocols and devices; and security policy design and implementation.
CYB 130T	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYB 135	Object-Oriented Security Scripting	3	Students reinforce foundational skills and learn new topics such as modules, files, inheritance, recursion, plotting, and searching and sorting algorithms. Students apply programming skills and knowledge to basic forensic investigation, port scanning, and network analysis, needed in cybersecurity.
CYB 140	Computer Network Defense Part 2	3	This course provides network training on Computer Network Defense. Introduced topics include physical and host security; firewall configuration and management; Intrusion Detection Systems (IDS) and Virtual Private Network (VPN) configuration and management.
CYB 150	Computer Network Defense Part 3	3	This course provides network training on Computer Network Defense. Introduced topics include wireless defense; traffic monitoring and analysis; network risk and vulnerability management; data backup and recovery; and incident response and management.

CYB 160	Governance and Privacy	3	This course is an historical overview of the continually evolving development of global internet governance and policy that was intended to be open, inclusive, collaborative and transparent rather than being mandated by governmental or intergovernmental agreement. User privacy and the confidentiality of data are additional topics that impact governance and are covered in this course.
CYB 205	Infrastructure Administration	3	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.
CYB 207	Risk Frameworks	3	This course focuses on security risk assessment. Risk Frameworks reviewed include National institute of Standards and Technology (NIST), International Organization for Standardization (ISO), and developing models.
CYB 209	Compliance Management, Certification and Accreditation	3	Risk frameworks, as they apply to critical infrastructures, are evaluated in this course. An example security and compliance plan is reviewed and serves as a model for course assignments. Templates for writing security policies and developing a security and compliance plan are employed in a course project.
CYB 211	Applied Security Part 1	3	This course provides reinforced learning on cybersecurity topics and builds from prior network defense courses. Reviewed topics include networking topologies; physical and network security; data protection; tools used to scan, protect, and test networks; network policies and procedures; and mitigation of network and operating system vulnerabilities.
CYB 213	Applied Security Part 2	3	This course provides reinforced training on cybersecurity topics. Reviewed topics include network monitoring; intrusion detection systems; remote security; VPN management; firewall management; network incident response; data backup and recovery.
CYB 215	Project Cyber Operations	3	This project on Cyber Operations combines and demonstrates the acquired knowledge and skills from preceding policy, operations, compliance and security accreditation courses.
CYB 225	Linux Fundamentals	3	This is an introductory course on Linux that provides sufficient command of the subject to meet the initial needs of penetration testing.
CYB 227	Sniffing and Network Analysis	3	This course develops essential skills for network analysis by sniffing packets using a network protocol analyzer.
CYB 229	Ethical Hacking Part 1	3	This course provides training on penetration testing. Introduced topics include Introduction to Ethical Hacking, Footprinting and Reconnaissance, Scanning Networks, Enumeration, System Hacking, and Malware Threats.
CYB 231	Ethical Hacking Part 2	3	This course provides training on penetration testing. Introduced topics include sniffing, social engineering, denial-of-service, session hijacking, hacking webservers, evading IDS, firewalls, and honeypots.
CYB 233	Ethical Hacking Part 3	3	This course provides training on penetration testing. Introduced topics include SQL injection attacks, hacking web applications, wireless networks, mobile platforms, operational technology, the Internet of things, and cloud platforms, and cryptography basics.
CYB 235	Project Ethical Hacking	3	This project on Applied Ethical Hacking combines and demonstrates the acquired knowledge and skills from sniffing and penetration testing courses.
CYB 320	Global Cyber Ethics	3	Classical ethical models are reviewed in this course and identified in an analysis of usage and product practices on the global Internet from an international perspective. A comparison of evolving codes of ethics in culturally diverse nations is developed in order to better prepare a globally-sensitive security professional.
CYB 340	Web and Cloud Computing and Security	3	This course focuses on becoming familiar with and securing web applications and cloud computing. The student is given hands-on training on implementing web and data base servers and experiencing first-hand the power of cloud deployment.
CYB 350	Security Team Participation	3	This course provides hands-on, real life experience for the student to participate as a contributing member of an enterprise security team. The various roles of security team members are studied, observed and experienced daily in a functioning computer infrastructure.

CYB 360	Wireless Security	3	This course prepares the student to plan, install, configure and maintain a secure wireless infrastructure. Topics covered include basic radio frequency (RF) technologies, regulations and standards, protocols and devices, network implementation, network security, RF site surveying, antenna concepts, wireless network architecture, wireless local area network (LAN) hardware and software, along with network design, installation and management.
CYB 405	Information Systems Governance	3	This course focuses on the application of information security management principles from an executive management point of view. This course will cover Information Security Management Program, the IS Governance Program, Regulatory and Legal Compliance, and Risk Management.
CYB 407	Information Systems Risk Controls and Auditing Management	3	This course focuses on information security management principles. It will cover Designing-Deploying and Managing Security Controls, Security Control Types and Objects, Implementing Control and Assurance Frameworks, and Audit Management.
CYB 409	Information Systems Leadership, Projects and Operations	3	This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.
CYB 411	Information Systems Core Competencies	3	This course focuses on the application of information security management principles and provides training on penetration testing methodologies including Security Analysis, TCP/IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering and Vulnerability Analysis.
CYB 413	Strategic Planning and Finance	3	This course concentrates on the application of information security management principles, and covers Security Strategic and Financial Planning.
CYB 415	Project Cybersecurity Policy and Governance	3	This project is designed to enhance the skills based competencies of the Chief Information Security Officer's role in today's environment. Students must conduct detailed analysis of case industry studies and perform practical application exercises involving executive level decisions that are highly critical to overall success.
CYB 425	Security Analyst Procedures and Methodology	3	This course provides training on penetration testing methodologies including Security Analysis, TCP IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering, and Vulnerability Analysis.
CYB 427	Security Analyst Network Threat Testing	3	This course provides training on using penetration testing methodologies on both internal and external networks comprised of Firewalls, Intrusion Detection Systems, and Web and SQL Database Applications.
CYB 429	Security Analyst: Database, Web Apps and Perimeter Devices	3	This course provides training on using penetration testing methodologies on Database, web applications and perimeter devices. Students will also learn to analyze post-test results as well.
CYB 431	Security Testing and Analysis	3	This course provides instruction on using penetration testing methodologies associated with wireless, IoT, and Cloud technologies. Students learn Standards and Compliance, Information Systems Security Principles, Incident Handling and Response, and Auditing as well as how to analyze post-test results.
CYB 433	Project Pen Testing Plan	3	This penetration testing planning project is designed to enhance the skills based competency of a penetration tester. Students must conduct a detailed penetration test through a Cyber range environment and submit a formal written report.
CYB 435	Project Pen Testing Execution and Report	3	This penetration testing execution project is designed to enhance the skills based competency of a penetration tester. This course is intensively hands-on and significant emphasis is placed on the practical competency of the student.
CYB 445	Risk Assessment	3	This course will focus on proficiency in analyzing security risks and insider threats. Students will also learn how to assess various security incidents such as malware incidents, email security incidents, and insider attack threats.
CYB 447	Insider Threat and Reporting	3	This course will focus on proficiency in handling and responding to various security incidents such as network security incidents, malicious code incidents, and insider attack threats. In addition, students will learn about computer forensics and its role in handling and responding to incidents with proper reporting in reference to security policies and law.

CYB 449	Computer Forensics Investigative Process	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on forensic investigation techniques including Searching and Seizing Computers, Digital Forensics, First Responder Procedures, and Understanding Hard Disks and File Systems.
CYB 451	Computer Forensics Lab	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover major forensic investigation scenarios that enable students to acquire necessary hands-on experience on various forensic investigation techniques including Windows Forensics, Data Application and Duplication, Recovering Deleted Files and Deleted Partitions, and Investigation using forensic toolkits.
CYB 453	Network, Wireless, Web, Email and Mobile Forensics	3	This course focuses on a detailed approach to computer forensics and evidence analysis. In this course students will cover forensic investigation scenarios that enable students to acquire necessary hands-on experience using forensic investigation such as Steganography and Image File Forensics, Application Password Crackers, Log Capturing and Event Correlation, Investigating Logs and Network Traffic, Investigating Wireless and Web Attacks and Investigative Reports.
CYB 455	Project Digital Forensics	3	This project on Applied Digital Forensics combines and demonstrates the acquired knowledge and skills from preceding specified courses.
CYB 490	Capstone Bachelor Design	3	The Capstone project combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses. This course comprises the project design phase of the Capstone.
CYB 492	Capstone Bachelor Implementation	3	This project is the implementation phase of the Capstone project that combines and demonstrates the acquired knowledge and skills from Computer Network Defense, other Core Courses, and selected Elective courses.
CYB 500	Advanced Cybersecurity Concepts	3	This course delivers core concepts in cybersecurity related to protecting an organization. Students learn topics in threat intelligence and detection, techniques for identifying vulnerabilities within an organization's infrastructure, network and data analysis, incident response and the prevention of future attacks.
CYB 505	Secure Software Development	3	This course covers topics in secure software design, the Software Development Life Cycle (SDLC). Students learn how to follow secure coding practices and analyze code for security risks before testing and validating the security of their design. Students also learn concepts in deployment, operations and maintenance of secure software.
CYB 510	Cloud Security	3	This course provides students with an overview of the concepts related to securing a cloud environment. Students learn the design principles and requirements involved in securing a cloud or hybrid enterprise while adhering to policies, frameworks and regulations necessary to maintain resilient structures. Other topics include risk management, risk assessment, software security, and business continuity planning.
CYB 515	Network Security	3	This course provides instruction in advanced topics in network security. Students learn how to protect a network from vulnerabilities including designing a network with security in mind, selecting the proper technologies, implementing security policies and touches on the human factors associated with network security. Additional topics include physical security, disaster recovery and digital forensics.
CYB 520	Cyber Ethics	3	This course covers a range of moral, social and ethical considerations in the realm of cyberspace. Students learn concepts in privacy, governance, censorship, and intellectual property by exploring the impact of technology on morals and ethics from a societal approach.

CYB 525	Leadership in Cybersecurity	3	This course will include several areas of leadership in cybersecurity that include a building and maintaining a cybersecurity technology stack, building and maintaining a layered defense strategy and the expenses associated. Students will learn how to present to the board of directors as an everyday function as a cybersecurity leader that comprises of an understanding of how to create a report, communicate effectively and how that will impact the budget and overall strategy.
CYB 530	Cybersecurity Practitioner	3	This course introduces concepts in security operations such as security principles, network security, cloud security and incident response. Students will learn about Security Operations Center (SOC) operations and procedures and how these relate to an incident response plan.
CYB 535	Secure Programming	3	The course includes advanced concepts in programming for students who already have a background in one or more programming languages. Students will work on real-world scenarios in networking, database programming and security to support the cybersecurity infrastructure within an organization.
CYB 540	Cryptography	3	This course covers principles and practices in cryptography exploring more in-depth concepts in network security and secure communication. Students will work in a variety of algorithms and how concepts like public key infrastructure, hash functions and encryption methods help to secure an organization.
CYB 545	Threat Intelligence	3	This course provides students with a holistic view of threat intelligence, including not only the types of attacks but methods to determine motivation and goals behind a variety of attacks, data collection and analysis, and how to plan a threat intelligence program. Students learn the entire threat analysis process and how to create effective threat intelligence reports.
CYB 550	Technical Enterprise Security	3	This course will cover how to determine the best security measures based on different types of organizations. Students will learn how to meet the security requirements of an organization including network design, storage, applications and security controls as well as other technologies to build or maintain a resilient enterprise architecture.
CYB 555	Enterprise Security Operations	3	This course will teach students the appropriate methods and how to select the best tools for conducting a security assessment. Students will learn concepts in implementing incident response plans and recovery procedures and revisit how risk management is impacted by business and industry influences.
CYB 560	MSCYB Capstone	3	Students will use the tools and techniques gained through the sum of their experience and previous coursework to participate in a variety of cyber range activities and team-based activities.
CYBDA 100	Cyber Domain	3	This course defines the Cyber Domain that encompasses Cybersecurity as the discipline of securing computer information and communications systems, networks, infrastructures and assets, and protecting them against damage, unauthorized use, modification, or exploitation. The Cyber Domain must be managed ethically, politically, and physically in a similar collaborative fashion to the space, maritime, and physical domains of states and nations globally.
CYBDA 110	Foundations of Security	3	This course provides comprehensive Cybersecurity awareness and a fundamental understanding of various computer and network security threats, such as: Identity Theft, Fraud, Online Scams, Viruses and Backdoors, Hacking, Social Engineering Attacks, and more.
CYBDA 130	Object-Oriented Scripting Language	3	This course teaches the basics of an object-oriented scripting language capable of developing web apps, scripts, cross-platform apps, games and pen-testing exercises.
CYBDA 205	Infrastructure Administration	3	This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.
DAT 210	Data Programming Languages	3	This course covers today's most popular data programming languages. Students will be introduced at a high level to the programming languages as they relate to database design, development, and management.

DAT 210T	Data Programming Languages	3	This course covers today's most popular data programming languages. Students will be introduced at a high level to the programming languages as they relate to database design, development, and management.
DAT 305	Data Structures for Problem Solving	3	This course covers data structures, recursion, analysis, sorting and searching (sequential and binary), tree and tree algorithms, graphs and graph algorithms, as related to organizational problem solving across industries.
DAT 325	SQL	3	Structured Query Language (SQL) is a domain-specific language used to store, query, and manipulate data within databases. This course provides an overview of SQL and relational database applications with a focus on SQL syntax, data types, keywords, functions, structured and unstructured data, and data modeling.
DAT 350	Analyzing and Mining Data	3	This course covers data mining techniques for structured and unstructured data. Students will apply programming techniques and algorithms to transform large quantities of data into usable business intelligence (BI).
DAT 380	Advanced Database Architecture	3	This course covers DDBMS architectures, data structures, schemas and standards in addition to centralized and client server systems, server system architectures, parallel systems, distributed systems.
DAT 390	Database Integration with Other Systems	3	This course addresses the main standards for data integration, movement or replication and federation. Students will investigate transparency and emulation, cleaning, archiving and information preservation across systems.
DAT 565	Data Analysis and Business Analytics	3	This course introduces students to a variety of data analytic solutions. Students will examine how to retrieve real business data and create reports, create visual representations of data, manage and improve a business process, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.
DATCB 565	Data Analysis and Business Analytics	3	This course introduces students to a variety of data analytic solutions. Students will examine how to retrieve real business data and create reports, create visual representations of data, manage and improve a business process, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process.
DATDA 210	Data Programming Languages	3	This course covers today's most popular data programming languages. Students will be introduced at a high level to the programming languages as they relate to database design, development, and management.
DATDA 305	Data Structures For Problem Solving	3	This course provides a foundational workshop on data structures, which is a functional component of business intelligence (BI) within an organization. Building upon basic programming and database structure, this course builds competencies for the student to recognize the structure of data contained in deployed enterprise information systems.
DBM 300	Database Fundamentals	3	This course covers fundamental database concepts including SQL, non-relational databases, distributed databases and database architectures. Students are provided an overview for how to manage, display, sort, group, retrieve, and organize data for the application or tool associated with the software development taking place within an organization.
DBM 370	Database Administration	3	This course provides an overview of database administration, including database implementation, configuration, authentication, monitoring, backup, and security. Students will examine database architecture with a focus on business requirements, data integrity, and the ethical handling of private data.
DBM 381	Database Concepts	3	This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.
DBM 502	Database Management	3	This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, it outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

DBMDA 300	Database Fundamentals	3	This course covers fundamental database concepts including SQL, non-relational databases, distributed databases and database architectures. Students are provided an overview for how to manage, display, sort, group, retrieve, and organize data for the application or tool associated with the software development taking place within an organization.
DHA 700	Introduction to Health Administration in Doctoral Study	3	The course provides an introduction to health administration for doctoral students entering the Doctor of Health Administration program who do not have prior academic experience in this area.
DHA 711	Administration of Complex Health Care Systems	3	Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision-making at the policy and the organizational level.
DHA 715	Risk Management in Complex Health Organizations	3	The U.S. health care system is both complex and fragmented. It is critical that scholar-practitioner-leaders have a thorough understanding of risk management, as well as how to manage litigation and how to facilitate contractual relationships. Successful leaders will also need to possess a wide range of skills, including a working knowledge of resource, asset, and human resource management. A well-rounded leader will be required to understand concepts from claims administration and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.
DHA 721	Health Care Economics	3	This course focuses on the application of economic theory to the amount, organization, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services.
DHA 722	Policy and Regulation in Health Care	3	The scholar-practitioner-leader will focus on the role of health policy and regulations in the administration of health care systems. Students critically assess the complex dynamics of politics, ethics, and policy in the development of health legislation and regulations. The process of developing policy, rules and regulations at federal, state, and local levels is examined. Evidence-based approaches are applied to evaluate the effectiveness of implemented policy with emphasis on access, cost, quality and outcome measures. Major health legislation enacted during the 20th and 21st centuries and their impacts on health care at societal, system, and organization levels are reviewed.
DHA 731	Population Health and Epidemiology	3	The science of epidemiology is essential for projecting the population health needs, and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision- making. Students will apply this science in the analysis of emerging health epidemics and diseases.
DHA 732	Evaluation of Health Care Programs	3	This course is designed to present the major concepts, methods, and issues of evaluating health care programs and services to doctoral students. This course will prepare health care administrators to utilize various evaluation and research methodologies and tools to make decisions regarding program outcomes and effectiveness. Evaluation literature about health programs and services is integrated into the course from a wide variety of sources. Students will incorporate learning to develop a program evaluation plan presentation.
DHA 733	Contemporary Leadership Issues	3	This seminar focuses on the application of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

DNP 700	DNP Expectations Seminar	1	This foundational course introduces students to the program requirements and doctoral learning expectations for the Doctor of Nursing Practice (DNP) program. Students engage in structured activities and guided dialogue to promote inter/intrapersonal collaboration; explore the integration of the roles of Scholar, practitioner and leader; and demonstrate the initiative needed to take the next steps in their doctoral journey through iterative improvements to critical thinking, reading, and writing by applying faculty feedback, writing resources, and personal insights.
DNP 701	Biostatistics and Epidemiology	3	This course examines biostatistics and epidemiology for advanced evidence-based practice (EBP) in nursing using an integrated application of statistics to basic epidemiological concepts. Students engage in the practical application of these concepts to make evidence-based decisions that promote disease and injury prevention using statistical analysis software. The course emphasizes the critical evaluation of current evidence for developing a data collection and analysis strategy for the DNP Project.
DNP 705	Philosophy, Theory, and Science for Nursing Practice	3	This course focuses on the philosophical and theoretical underpinnings of nursing science and practice at the doctoral level of expertise. The philosophy of science and the philosophical, theoretical, and ethical foundations of nursing practice and inquiry are examined. Students integrate teaching-learning theory into a personalized framework for doctoral practice.
DNP 710	Evidence-Based Practice Measurement and Clinical Inquiry	3	In this course, students use practice scholarship to examine and address health issues at the population and practice levels. Students align research questions from various methodological approaches with appropriate research design and measures, while evaluating literature focused on providing safe, high-quality care outcomes. Critical analysis of case studies, evaluation of various measures of continuous quality improvement (CQI), and the effective use of program evaluation are addressed. Students also evaluate literature related to their DNP Applied Project topic and refine the methodology appropriate for their research question.
DNP 715	Information Systems and Health Care Delivery Technology	3	In this course, students examine the function and purpose of healthcare informatics and delivery technology in promoting advanced evidence-based practice in nursing. In addition, students explore the components of modern data systems, including advanced clinical information systems, decision modeling programs, and financial systems, to inform the selection, application, and evaluation of healthcare information systems and practice technologies.
DNP 725	Policy and Regulation in Health Care	3	This course will focus on an analysis of health policy and its influence on health care delivery systems. The student will examine the structure and function of legislative and regulatory bodies, governance, public relations, and global health care issues. The course promotes the concepts of leadership to inform advocacy, policy formation and implementation through the lens of ethics, social justice and evidence.
DNP 730	Organizational and Systems Leadership	3	This course will focus on the exploration of organizational and systems theory for quality improvement science. Students will contribute to the development of transformational leadership strategies to facilitate changes in health care systems.
DNP 740	Clinical Prevention and Population Health	3	The course focuses on the use of epidemiological biostatistical, environmental , geographic, genetic, behavioral and socioeconomic data to design, develop and implement interventions to improve health care access, address gaps in care and decrease health disparities. Students will apply comprehensive surveillance, prevention, and health promotion approaches to improve population health.
DNP 750	DNP Applied Project I	3	The outcome of this course will be a precis that articulates a specific goal and plan that will evolve into the student's DNP Applied Project.

DNP 751	DNP Applied Project II	3	In this course, students engage in the iterative advancement of the DNP applied project proposal. With continued faculty guidance, students leverage self-assessment and forecasting strategies to refine their skills and improve upon the quality of their proposal drafts for completion and submission.
DNP 752	DNP Applied Project III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.
DNP 752A	DNP Applied Project and Practicum III	3	The outcome of this course will be the submission and oral defense of the DNP Applied Project.
DOC 714S	Symposium I	3	This course serves as the first of two online immersive experiences for University of Phoenix doctoral students. The first covers foundational tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 715	Doctoral Seminar I	3	This course deals with the theoretical and practical aspects of research and dissertation development in a practice doctorate context. In this course, students begin to develop Chapter 1 and to examine relevant industry and academic literature and move toward creation of a robust, cogent review of scholarship aligned with designing Chapter 2 of an applied doctoral dissertation.
DOC 719S	Symposium II	3	This course serves as the second of two online immersive experiences for University of Phoenix doctoral students. The second covers advanced tenets of doctoral socialization and issues in higher education. Students will focus on currency in their respective disciplines.
DOC 723	Doctoral Seminar II	3	In this course, students refine the requisite skills necessary to develop their dissertation-proposal Chapters 1 and 2 for review and approval. Students expand their work from previous courses by working with their University Research Methodologists (URM) to align their research foundation elements in Chapter 1, and by working with their Chair to develop a focused Chapter 2 literature review.
DOC 733R	Doctoral Seminar III	3	This five-day experiential residency course engages students in critical discussion and collaboration to explore the integration of theory and practice as a mechanism to guide their professional identity development in the communities they serve. Students reflect on the complex interrelationships between inquiry, knowledge, practice, and theory juxtaposed with the praxis of the scholar-practitioner-leader. Throughout the residency, students develop an increasingly reflexive articulation and demonstration of how their participation in a doctoral program has influenced their growth as scholar-practitioner leaders. Additionally, students develop shared visions for the continuation of their transformation as future leaders who engage with academics and practitioners to promote scholarship for evidenced-based decision-making.
DOC 734R	Doctoral Seminar IV	2	This 3-day residency course engages students in collaborative discussions and independent activities aimed at developing a complete dissertation proposal. By means of individual feedback and collegial discourse, students contribute to a community of scholarship and practice.
DOC 736A	Dissertation I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736B	Dissertation I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.

DOC 736C	Dissertation I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received .Students must repeat this course, until the dissertation proposal is approved.
DOC 736IA	Dissertation I	3	The purpose of this class is for the student and dissertation Chair to work together, with the dissertation committee, to finalize and submit the dissertation proposal for approval.Students receive continued support from Chair and committee members to be engaged in communities of scholarship.
DOC 736IB	Dissertation I	3	This course is a continuation of DOC/736IA, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.
DOC 736IC	Dissertation I	3	This course is a continuation of DOC/736I B, where students work with their Chair and committee members to finalize and submit the dissertation proposal for approval. The Chair and student work together to re-assess and improve readiness and skill preparation for the completion of the dissertation proposal in accordance with university guidelines and standards of ethical research. Enhanced support is provided to guide students towards completion of the dissertation proposal.
DOC 736N1	Dissertation I	3	The purpose of this class is for the student and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) Review. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N2	Dissertation I	3	This is the second one-on-one chair-guided course for a doctoral student working to complete a dissertation proposal. Students enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or Institutional Review Board IRB approval of ethical treatment within the proposed study. The student/chair relationship and the student earning approval of the dissertation proposal from all three groups is the catalyst for the course. Quality Review of the research method and IRB approval must be received to progress to DOC/737.
DOC 736N3	Dissertation I	3	This third available dissertation proposal course provides extended time for one-on-one work between a student and his or her dissertation committee Chair. Students enroll for this course when a student has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Students should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received .Students must repeat this course, until the dissertation proposal is approved.
DOC 737	Dissertation II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study¿s research, findings, recommendations, and conclusions.

DOC 737I	Dissertation II	3	Students, with the support of the Chair and committee, collect and analyze dissertation data and write the results and conclusions chapters of the dissertation. A completion plan serves as the catalyst for completing the dissertation.
DOC 737N	Dissertation II	3	Students enroll in this dissertation chairperson guided course while collecting and analyzing data for the dissertation. Students are expected to continue the research and writing of the dissertation during this course. In this course, the Learning Contract serves as the catalyst for completing the study¿s research, findings, recommendations, and conclusions.
DOC 738A	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738B	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738C	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738IA	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IB	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738IC	Dissertation Defense	3	This is a Chair-guided course for PhD candidates to finalize their dissertation to make a significant contribution to the I-O psychology body of knowledge. Students, with the guidance of the Chair and committee, will prepare and submit the dissertation study for University approval and once approved, complete the formal oral defense of the dissertation. The Chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation to complete and defend the dissertation. Candidates will receive continued support from the Chair and committee members to be engaged in communities of scholarship and practice. A University-approved dissertation is required to complete this class.
DOC 738N1	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.

DOC 738N2	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 738N3	Defense	3	During this Dissertation Chair-guided course, the doctoral candidate prepares and submits the doctoral dissertation for final quality review and completes the formal oral defense of the dissertation. Successfully submitting and gaining final quality review approval and passing the oral defense is required to complete this class.
DOC 741	Doctoral Dissertation	3	In this course, students will finalize their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741A	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide the student in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal. Additionally, students explore communities of scholarship to engage with scholars in their area of practice and to share their future research.
DOC 741B	Doctoral Dissertation	3	In this course, the dissertation chair and committee members guide students in finalizing their dissertation proposal. Students receive continued support in assessing and improving their readiness and skill preparation for completion of the dissertation proposal.
DOC 742	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742A	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense. Additionally, this course focuses on engagement in communities of scholarship and practice.
DOC 742B	Doctoral Project IV	3	In this chair-guided course, doctoral candidates finalize their dissertation as a significant contribution to the body of knowledge. The chair and committee members work with the candidate to complete the dissertation in preparation for University approval, followed by the oral defense.
DOC 788	Concept Continuing Enrollment II	1	This course is a continuation of DOC/723 and is intended for students to finalize their dissertation concept for review and approval. Students iterate to refine their research method(s), inform the selection of their research design, and develop a focused literature review.
DOC 887	Dissertation Continuing Enrollment I	0	This is a 1-week course that serves as a continuation of DOC/741. In this course, students will ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 888	Dissertation Continuing Enrollment II	1	In this 3-week course, which serves as a continuation of DOC/741, students engage with their facilitator and chair to ensure that their dissertation proposal aligns with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 889	Dissertation Continuing Enrollment I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.

DOC 890	Dissertation Continuing Enrollment II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741A. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 891	Dissertation Continuing Enrollment I	0	This is a 1-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 892	Dissertation Continuing Enrollment II	1	This is a 3-week chair-guided course that serves as a continuation of DOC/741B. In this course students engage with their chair and committee members to ensure that their three proposal chapters align with the requirements of the Dissertation Criteria and Rating Scale (DCRS). Students should plan to submit their proposal to Quality Review Methods (QRM) for review during this course.
DOC 987	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 988	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 989	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742A. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 990	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742A. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 991	Project Continuing Enrollment I	0	This 1-week course serves as a continuation of DOC/742B. Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 992	Project Continuing Enrollment II	1	This 3-week course serves as a continuation of DOC/742B. In this course, students engage with their committee to ensure that their dissertation satisfies the requirements established in the Dissertation Criteria and Rating Scale (DCRS). Students who have not yet received Quality Review Final (QRF) approval should submit their dissertation for review. Students with QRF approval should plan to complete the oral defense during this course.
DOC 994	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DOC 995	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.
DOC 996	Dissertation Continuing Enrollment	0	In this course, students will conduct the oral defense of their dissertation.

DSC 330	Data Communication and Visualization for Business	3	This course introduces students to tools and techniques needed to present data, both simple and complex, to gain support and recommend business decisions. Student will use graphical tools such as graphs, animation, and presentation techniques to communicate the message behind the data and improve decision making. Topics include requirement gathering, graphical representation of data sets, visualization techniques and tools, and data validation.
DSC 350	Exploratory Data Analysis	3	This course provides an overview of Exploratory Data Analysis (EDA), including the cleaning, preparation, exploration, and visualization of data. Students will review machine learning algorithms, neural networks, and Artificial Intelligence (AI) concepts used to analyze data sets and build intelligent applications.
DSC 360	Business Analysis Planning and Monitoring	3	This course provides an overview of business analysis with an in-depth examination of planning and monitoring, elicitation and collaboration, and requirements life cycle management. Students will examine key aspects of planning, stakeholder engagement, governance, information management, performance improvement, elicitation, communication, collaboration, prioritization, and assessment related to business analysis.
DSC 380	Enterprise Business Intelligence	3	This course examines the use of business intelligence in value-driven decision making. Topics include data preparation, modeling, visualization, and analysis, as well as the deployment and management of datasets, workspaces, and other deliverables for business analysis and forecasting needs.
DSC 400	Business Strategy, Requirements, and Performance Analysis	3	This course covers principles and practices of business analysis with a focus strategy analysis, requirements analysis, design definition, and solution evaluation. Students will assess risks and change strategies, validate requirements, define design options, analyze potential value, assess performance, and recommend solutions for a variety of organizational and project needs. Ethical and secure uses of data are also examined.
DSC 420	Agile Data Analytics	3	This course provides an overview of agile strategies, initiatives, and delivery methods used within fast-paced and complex business environments to prioritize delivery, minimize waste, and increase customer value. Students will evaluate tactics and techniques used to adapt to and influence organizational transformation with a focus on overall organizational performance.
DSC 435	Machine Learning	3	This course provides an overview of machine learning, including the use of algorithms, neural networks, and supervised, unsupervised, and reinforcement learning to automate advanced computer tasks.
DSC 445	Predictive Modeling	3	This course provides an overview of predictive modeling techniques, with a focus on statistical analyses, data mining, and machine learning tools used to find patterns and trends, identify potential risks, and forecast probable outcomes within various data sets.
DSC 460	Big Data	3	This course reviews the origin and applications of big data within the framework of current businesses. Topics include data validation, processing, and predictive analytics used in a timely manner to make informed decisions.
DSC 470	Product Ownership Analysis	3	This course provides a holistic overview of the Product Ownership Analysis (POA) discipline, with a focus on product-centric models, stakeholder roles and responsibilities, agile business analysis, product management, the POA framework, and POA techniques that can be used to increase product value.
DSC 490	Business Analytics Project	3	In this course, students will demonstrate knowledge and skills learned throughout the program through the completion of a business analytics project.
DSC 495	Data Science Capstone	3	This capstone course combines the skills and applies the knowledge from various courses in the Bachelor of Science in Data Science program. Student teams working with large data sets combine the concepts of statistics, programming, data mining, data analysis, and data visualization to design, implement, and present a data science project representing a real-world application to decision-making executives.

DSC 510	Data Science	3	This course provides an overview of the field of data science, with a focus on data models, data mining processes, tools and technologies, algorithms, and statistical analyses used to glean insight from data for use across a variety of domains. Students will also examine various computer information systems and programming languages used to process, store, integrate, and analyze data.
DSC 520	Artificial Intelligence, Machine Learning, and Deep Learning	3	This course introduces principles of artificial intelligence, machine learning, and deep learning with a focus on applied techniques. Students will examine software, programming languages, and algorithms used to parse and analyze data and automate computer decision-making processes.
DSC 530	Data Modeling	3	This course provides an overview of data modeling with an emphasis on data model types, database models, common business requirements, and the structure, relationships, properties, and rules used to organize and store data.
DSC 540	Data Integration	3	This course provides an overview of data mapping, integration, and transformation, which involves the combination of data from heterogeneous database systems to provide a coherent, unified view for business intelligence purposes. Topics include big data, data warehousing, data lakes, metadata, ETL (extract, transform, load) mapping, and Electronic Data Interchange (EDI).
DSC 550	Data Mining	3	Data mining involves the discovery, extraction, and analysis of patterns of data from integrated data sets. This course examines the use of machine learning and statistical models in data mining processes.
DSC 560	Data Visualization	3	This course explores various tools and communication strategies used in data visualization and decision making. Topics business intelligence and presentation software, dashboards, exploratory data analysis, and effective presentation and storytelling techniques.
DSC 570	Business Intelligence	3	Business intelligence involves the use of data analysis to guide business planning, inform operational decisions, improve performance, and add business value. This course provides an overview of complex event processing (CEP), benchmarking and key performance indicators (KPI), dashboard development, and predictive and prescriptive modeling used to assess strategic business opportunities.
DSC 580	Data Governance	3	This course provides an overview of data governance standards and processes with a focus on information architecture, data management, data governance tools, regulatory requirements, data ethics, data integrity and security, internal auditing, and data reporting.
DSC 590	Data Science Capstone	3	The data science capstone provides students with an opportunity to integrate content from throughout the program through the completion of an applied data science project. Students will develop a data strategy to address a business challenge with a focus on measurable goals and objectives, performance metrics, roles and responsibilities, business intelligence tools, data collection and analysis, and data visualization and communication.
ECE 205	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used to create a positive and active early childhood learning environment for young children, birth through age 8. Topics include classroom management techniques, motivational strategies for young children, family/school relationships, instructional planning and assessment, and arranging an effective learning space. Participants develop a classroom management plan for an early childhood setting.
ECE 206	Curriculum and Instruction in Early Childhood Education	3	This course provides a foundation of curriculum and instruction in early childhood education, from a historical and theoretical perspective through the application of current developmentally-appropriate best practices. Participants discover lesson plan development and methodologies for instruction. Additionally, strategies for assessment, diversity of populations, and the importance of collaborative partnerships with family and community are also explored.

ECE 207	Assessment in Early Childhood Education	3	This course provides an overview of a variety of assessment techniques in early childhood education, including assessment of children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age eight.
ECE 510	Effective Instruction for Early Childhood Education	3	This course focuses on the attributes and pedagogy specific to young children, in addition to theoretical models of curriculum development, instruction, and assessment that optimize teaching and learning in the early childhood setting. Participants examine methods for designing lessons and explore effective teaching strategies to promote learning.
ECE 511	Language and Literacy Methods in Early Childhood Education	3	This course focuses on theoretical and developmentally appropriate teaching methods in language and literacy for children from birth to age eight. Theories in language development, including second language acquisition, as well as the needs of English Language Learners are examined. Participants will explore research-based early literacy teaching strategies for engaging children in integrated listening, speaking, reading, and writing experiences. There is an emphasis on incorporating content area standards and developing hands-on learning experiences for young children. Additionally, developmentally effective assessments are discussed as a means of guiding instruction.
ECE 512	Early Childhood Assessment	3	This course examines the role, purpose, and applications of assessment in early childhood education. Participants explore developmentally appropriate assessment techniques and strategies in early childhood education to meet the needs of diverse learners as well as approaches to effectively select, design, and record assessments. Participants examine how to interpret and evaluate assessment outcomes to evaluate student development and to enhance curriculum planning. Additionally, this course provides an overview of collaborative partnerships such as school districts, parents, and community resources in the assessment process.
ECE 513	Early Childhood Growth and Development	3	This course focuses on the research, theories, and concepts related to early childhood growth and development. Participants examine the physical, motor, cognitive, language, literacy, social and emotional development of diverse children from birth through age eight. Family and cultural influences on early childhood growth and development are also explored.
ECE 514	Family/Community Involvement in Early Childhood Education	3	This course focuses on family and community involvement in early childhood education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse families and communities. Effective communication, engagement, and school partnerships are also explored.
ECH 205	Early Childhood Growth and Development	3	This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language development of children from birth through age 8 / grade 3. The course focuses on defining the various stages as they impact instructional practices and decisions in the context of the early learning environment.
ECH 211	Instructional Strategies for Early Childhood Education	3	This course focuses on the theoretical models that underlie teaching and learning in the early childhood setting, birth through age 8 or through Grade 3. Students examine appropriate methods for teaching all young children, explore lesson plan designs, analyze the most effective, research-based teaching strategies to promote student learning, and develop a lesson plan.
ECH 300	Orientation to Early Childhood Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample and technology resources will be discussed.

ECH 301	Foundations of Early Childhood Education	3	This course provides an overview of early childhood education for children, birth through age 8. Historical foundations of early childhood education, the role of technology, professionalism, and trends and issues in education are introduced. Students will reflect upon their personal dispositional skills desired for an educational career and will create a personal philosophy of education.
ECH 302	Exceptionalities of the Young Child	3	This course provides an overview of the exceptional young child in early childhood education who may require accommodations and adaptations. The course focuses on developmentally-effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age 8. Legal structures, public policy, and information related to current practices serving exceptional young children in early childhood are also examined.
ECH 321	Developmentally-Effective Learning Environments	3	This course examines developmentally-effective strategies used in implementing and managing a positive and active early childhood learning environment within the framework of a diverse early childhood population. Topics include models of classroom management, establishing expectations and procedures, motivating children, family communication, managing off-task behaviors, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting, birth through age 8 or Grade 3.
ECH 390	Early Childhood Student Teaching Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
ECH 400	Assessment and Evaluation in Early Childhood	3	This course provides exposure to a variety of assessment techniques in early childhood education. There is a focus on assessment strategies, tools, and resources, including the use of technology. Teacher candidates will learn to use assessment data for planning instruction and incorporating interventions, as well as communicating and developing partnerships with families. Emphasis is placed on developmental and differentiated assessment strategies for children, birth through age 8, including children with special needs.
ECH 416	Methods of Teaching in Early Childhood: Mathematics	3	This course focuses on mathematical methodology and assessment strategies for young children. Integration of content, appropriate instructional strategies, and curriculum and assessment planning are emphasized. Multiple perspectives of young children as learners of mathematics and current research on mathematics pedagogy are explored. Students evaluate and use instructional methods, curricular materials, technological resources, and appropriate assessment strategies. Special attention is given to using manipulatives in math instruction and developing problem-solving skills.
ECH 418	Community and Family Engagement	3	This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support children's learning and development. Candidates explore the topics of family diversity, building relationships, and the role of advocacy in early childhood education. Emphasis is placed on creating family and community partnerships as well as connecting students, families, and schools to available community services.
ECH 420	Methods of Teaching in Early Childhood: Science	3	This course focuses on understanding and using developmentally effective practices to teach and to integrate science concepts and skills in early childhood education (birth through age 8). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 430	Methods of Teaching in Early Childhood: Social Studies	3	This course provides a foundation in developmentally appropriate content and methodology for the teaching of social studies in early childhood education (birth through age 8). Teacher candidates will explore content standards, instruction and assessment strategies, technology integration, and theoretical perspectives and practices related to early childhood social studies education. In addition, candidates will develop meaningful curricular content and hands-on learning experiences, as well as investigate strategies for creating an effective learning environment and opportunities for family and community involvement.
ECH 435	Methods of Teaching in Early Childhood: Arts and Music	3	This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally effective practices and integration of visual arts, drama or performing arts, and dance, movement, and music across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.
ECH 496	Early Childhood Student Teaching	8	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 497	Student Teaching	8	This course emphasizes the practical application of educational theories and methods. Participants will focus on the following topics: requirements and expectations for student teaching and teacher performance assessment, the school culture, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on student teaching classroom experiences. Finally, learners will prepare and submit Task 1, 2, and 3 of the teacher performance assessment.
ECH 498	Early Childhood Student Teaching (Birth-Preschool)	4	This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the student teaching experience and preparing to teach up to preschool-age children. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECH 499	Early Childhood Student Teaching (K Through Age 8/Grade 3)	4	This course will focus on the design and implementation of the Kindergarten through Age 8/Grade 3 Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
ECO 365T	Principles of Microeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 370	Environmental Economics	3	This course applies the theoretical economics tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.
ECO 372T	Principles of Macroeconomics	3	This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ECO 535	The Digital Economy	3	This course emphasizes the importance of economic theories in the context of digital transformation. Students will determine how to address contemporary global business issues. Students will apply economic theories to analyze, understand, and solve business problems.

ECOCB 535	The Digital Economy	3	This course emphasizes the importance of economic theories in the context of digital transformation. Students will determine how to address contemporary global business issues. Students will apply economic theories to analyze, understand, and solve business problems.
EDD 004	Faculty Supervision Educational Leadership	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.
EDD 007	Faculty Supervision	0	These are the University Supervisors who coach and evaluate our students during their capstone student teaching or administrative clinical experiences. Among the principle duties, University Supervisors facilitate orientation meetings with student teachers and cooperating teachers/supervising mentors, document student teacher progress across a minimum of four observations, and complete formal and informal evaluations of progress. University Supervisors must be available to visit schools on varying days during the work week, and respond to emails or phone calls within 24 hours.
EDD 583	Clinical Practice	6	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EDD 584	Secondary Clinical Practice	6	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EDD 700	Introduction to Education Administration in Doctoral Study	3	The course provides an introduction to education administration for doctoral students entering the Doctor of Education-Educational Leadership program who do not have prior academic experience in this area.
EDD 712	Leadership in Contemporary Organizations	3	Theories and models of leadership and adult learning are compared and applied to a variety of organizations, cultures, and work environments. The focus is on preparing educational leaders to enhance their leadership skills and styles to promote success in evolving organizations.
EDD 714	Comparative Models of Educational Environments	3	This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adults learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.
EDD 722	The Legal Context of Education	3	This course will introduce you to existing and emerging legal contexts that govern American education systems. The topics covered in this course will provide thorough knowledge of the rights and responsibilities of educators and students by reviewing a progressive exploration of foundational sources of law that impact education-from The Constitution of the United States to landmark legal cases. This information will be useful for educators when making lawful decisions in the classroom.
EDD 723	Ethics and Values in Learning Organizations	3	In this course, the ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies about ethical dilemmas are included for analysis. The roles of value education, codes of conduct, and codes of ethics are debated.

EDD 724	Instructional Leadership	3	In this course, students explore instructional leadership as an integrated practice to evolve their understanding of, and capacity for, advancing teaching and learning. Effective teaching and learning strategies are examined as they relate to motivating faculty, staff, and students, and creating dynamic learning environments. Additional topics include leading change in learning environments and counterbalancing resistance to change for faculty, staff, and students.
EDD 731	The Economics of Education	3	The principles and theories of the economics of education are examined. The role that federal, state, and local governments play in the economics of education is explored in-depth. Key topics include budget management grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 733	Evaluation and Assessment Methods	3	This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes based assessment, institutional research, and staff and evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.
EDT 711	Educational Technology Research	3	This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.
EDT 723	Instructional Media and Design Techniques	3	This course examines various types of technologies used in the development of instructional projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and emerging technologies that are purposeful in facilitating learning in multiple environments.
EDT 732	Integrating Technology and Curriculum	3	This course enables students to develop strategies for effective and appropriate leadership, and management for instructional technology projects. Technology selection, vendor selection, maintenance, and the needs of stakeholders are explored in an effort to address present and future organizational learning needs. A running theme of this course is system solutions for technology integration that meets the instructional needs of diverse organizations. A focus of this course is balancing the competing needs of emerging technology integration, stakeholders, and organizational constraints in a learning environment.
EDT 733	Technology Leadership	3	This course enhances the leadership skills and styles of educational technology leaders to promote success in evolving educational organizations. Students examine leading change through leveraging technology in educational organizations. Methods to lead technological change, manage the procurement process, and counteract resistance to technological changes are addressed. The importance of creating a standardized process and language for the integration of technology is of special focus. Benefits of technology and how they influence the strategic road map for the institution are also explored.
EDU 215	Ethics and Social Responsibility in Education	3	This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision making, professional, and personal conduct of teachers.
EDU 300	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, My Time Log, Student Teaching, Teacher Work Sample and technology resources will be discussed.

EDU 300CA	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.
EDU 301	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 301CA	Foundations of Education	3	This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 305	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.
EDU 305CA	Child Development	3	This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practices and decisions in a pre-K-8 environment.
EDU 311	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore various assessment tools and how the data collected from these assessments influence the lesson planning process.
EDU 311CA	Models and Theories of Instruction	3	This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 315	Legal & Ethical Issues in Education	3	This course examines the legal and ethical aspects of education, including the laws, policies, and procedures related to teacher conduct and teacher accountability. The characteristics of a teacher role model will be explored as well as employment-related rights and responsibilities and the possible consequences that may result from inappropriate teacher conduct or actions. Emphasis is placed on the analysis of scenarios related to common legal and ethical issues in an educational setting.
EDU 321	Classroom Management	3	This course explores differentiated approaches and strategies for managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
EDU 321CA	Classroom Management	3	This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.
EDU 390	Elementary Education Seminar	1	This course focuses on the professional aspects of teaching. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
EDUC 518	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.

EDUC 519	Foundations of Education	3	This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.
EDUC 521	Classroom Management for Educators	3	In this course, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to establish and communicate expectations in their classroom and create a positive learning environment.
EDUC 522	Curriculum Development and Instruction	3	This course focuses on curriculum development and instructional strategies for K-12 educators. Participants examine the history of curriculum development, the role of curriculum in education, and the alignment of curriculum to state and national standards. School reform, curriculum implementation, assessment methods, textbook and material selection, and the adaptation of technology into curriculum are also explored. Particular emphasis will be placed on developing curriculum and instruction to meet the needs of diverse learners.
EDUC 523	Middle School Curriculum Development and Instruction	3	This course is designed to evaluate the unique characteristics of adolescents and the diversity among middle school students and their families. Instructional strategies, standards, technology integration, and assessment are examined. Participants develop curriculum and instruction to engage students and promote learning and achievement.
EDUC 524	Assessment and Evaluation for Educators	3	This course is designed to provide P-12 teachers and administrators with a deeper appreciation of the role of assessment in education. Participants research influences on current trends in assessment and fundamentals of the assessment process and develop skills to evaluate the alignment of curriculum, instruction, and assessment for school improvement. Standards-based assessments, data-driven instruction, and accountability to increase achievement are also addressed.
EDUC 525	Theories of Growing and Learning	3	This course examines theories of growing and learning from birth through adolescence. The stages of life and the developmental domains including physical, language, cognitive, and emotional, social, and moral are emphasized. In addition, participants explore investigative methods and research processes in human development.
EDUC 526	Overview of Adolescent Psychology	3	This course provides an overview of theory and research on adolescent development aligned to the following domains: physical, cognitive, emotional, social, moral, and identity. Participants review how adolescents react to and cope with the influence of sociocultural context in society. In addition, participants analyze adolescent interactions with peers and family, gender and multicultural issues, and school and community settings.
EDUC 527	Teaching Critical Thinking Skills	3	This course prepares participants to incorporate critical thinking strategies in the classroom. Opportunities are provided to implement critical thinking skills into the curriculum and learning environment. Participants determine instructional and assessment strategies for thinking critically across disciplines.
EDUC 528	Communication Strategies for Educators	3	This course is designed to inform educators about the power of effective communication through awareness, understanding, and implementation. Emphasis is on communication competencies, interpersonal communication, active listening, the use of technology, and written, verbal, and nonverbal communication. Participants analyze instructional strategies and study the effect of ethics, the role of diversity, and effective communication styles for use with students, parents, and other stakeholders to promote a positive learning environment.

EDUC 545	Family Engagement and Community Involvement	3	This course focuses on family engagement and community involvement in K-12 education. Participants examine strategies for establishing and maintaining collaborative relationships with culturally diverse parents, families, and communities. The emphasis is on building relationships, family outreach, and developing an understanding and appreciation of families from diverse backgrounds. Participants explore methods to improve communication and collaboration to support learning, and explore ways to connect students, parents, families, and schools with the community.
EDUC 548	Coaching and Mentoring	3	This course is designed to provide an overview of coaching and mentoring. Participants examine coaching and mentoring theories and models, the roles and responsibilities of the coach and mentor, common elements and issues related to coaching and mentoring strategies, and the development of communicative, nurturing relationships. Feedback, self-evaluation, reflection, and monitoring and evaluating performance are also explored.
EED 400	Assessment in Elementary Education	3	This course focuses on defining assessment and utilizing effective assessment practices in the classroom. The fundamentals of assessment, including formative, summative, standardized and performance assessments and their uses will be discussed. Teacher candidates will explore the reliability and validity of assessment and evaluate test performance data for the purpose of planning instruction.
EED 416	Elementary Methods: Mathematics	3	This course provides a context for teaching and assessing students in elementary mathematics. Content knowledge, interdisciplinary teaching, and curriculum are emphasized. Teacher candidates will evaluate and use instructional methods, resources, and technology. The course focuses on enhancing the meaning of mathematical concepts by promoting critical thinking and problem-solving skills.
EED 420	Elementary Methods - Science	3	This course provides a context for teaching and assessing students in elementary science. Teacher candidates will explore interdisciplinary teaching, curriculum content, and instruction and assessment strategies that enhance inquiry learning in the science classroom. In addition, teacher candidates will focus on content knowledge and promoting the development of critical thinking skills to include science in other content areas.
EED 425	Elementary Methods-Health/PE	3	This course provides an overview of the health and physical education state and national standards, including the context for how standards are addressed in elementary schools and classrooms. Instructional approaches for integrating health and physical education concepts into the curriculum are explored. In addition, teacher candidates will examine strategies for promoting an understanding of human movement and the goal of lifelong health.
EED 430	Elementary Methods - Social Studies	3	This course provides a context for teaching and assessing students in elementary social studies. Teacher candidates will explore social studies content standards and major concepts, research methodologies and resources for teaching social studies, and examine strategies for developing students' critical thinking skills. In addition, teacher candidates will apply culturally responsive instruction to meet the needs of culturally, academically, and linguistically diverse students and integrate social studies with other disciplines.
EED 435	Elementary Methods - Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of arts education. Candidates will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on integrating arts education across the curriculum.

EED 436CA	Elementary Methods: Social Science and Fine Arts	3	This course defines and provides a context for teaching and assessing students in the area of social science and visual and performing arts. Participants will explore state and national standards, student engagement and motivational techniques, and instruction and assessment methods. An emphasis is placed on interdisciplinary practices and the integration of social science and visual or performing arts into other content areas. The course also investigates the use of technology and community involvement in the social science and visual and performing arts classrooms.
EED 438CA	Elementary Methods: Mathematics and Science	3	This course focuses on methodology and assessment strategies that enhance instruction in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science, along with current research on pedagogy, are explored. Students are provided the opportunity to develop the ability to evaluate and apply instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 491CA	Elementary Clinical Practice A	4	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 492CA	Elementary Clinical Practice B	4	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 496	Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EED 498	Elementary Student Teaching, Seminar I	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499	Elementary Student Teaching, Seminar II	4	This course, a follow-up to EED/498, is the second of two courses that will help prepare you for the teaching profession. Each week you will make thoughtful instructional decisions, analyze learning, and reflect on the skills you've gained in order to create a professional teaching portfolio to use when applying for future teaching positions.
ELL 300	Instructional Methods for English Language Learners	3	This course focuses on instruction for English language learners (ELLs). It emphasizes knowledge of and sensitivity to the history and culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

ELL 500	Instructional Methods for English Language Learners	3	This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
ELM 532	Creating an Effective Learning Environment	3	This course explores differentiated approaches and strategies used in managing a positive classroom environment within the framework of today's diverse student population. Teacher candidates identify issues that may affect the climate of the classroom and evaluate classroom management techniques appropriate for their targeted grade levels and needs.
ELM 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze effective teaching strategies that encourage learners to develop a deeper understanding of content and to promote critical thinking. Candidates also explore assessment and its relationship to lesson planning.
ELM 534	Elements of Literacy Content and Curricular Knowledge	3	This course focuses on the most current research, theory, methods, and state standards related to the science of reading and structured literacy. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. This course provides teacher candidates with the background knowledge in the science of reading necessary to prepare comprehensive research-based and standards-based lesson plans.
ELM 535	Application of Research-Based Literacy Instruction	3	The focus of this course is research-based instructional approaches for elementary literacy within the framework of an integrated curriculum. Enrichment and intervention teaching strategies supported by the science of reading are examined for both reading and writing. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.
ELM 536	Social Studies Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the social studies classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of social studies concepts, developing critical thinking skills to include the use of social studies in other disciplinary areas, and creating real-life experiences for all learners.
ELM 537	Science Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the science classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of science concepts, developing critical thinking skills to include the use of science in other disciplinary areas, and creating real-life experiences for all learners.
ELM 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies that enhance inquiry learning in the mathematics classroom. Content knowledge, interdisciplinary teaching, curriculum, and assessment are emphasized. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.

ELM 539	Physical Education/Health Content and Curricular Knowledge	2	This course establishes a context for teaching and assessing K-8 students in physical education and health based on a scope and sequence, and on state and national standards (1). Candidates examine framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth (2). They also examine framework-based teaching strategies effective in helping their students achieve the goals of lifelong health; recognize nutrition, acknowledge the risks associated with drugs and alcohol, understand growth and development; and utilize health-related information, products, and services(3). Additionally, this course explores instructional approaches for integrating physical education and health with other content.
ELM 545	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 583	Elementary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 586	Elementary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
ELM 587	Elementary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
EMC 310	Principles of Emergency Management	3	This course will explore the history and evolution of emergency management as well as roles of local, state, regional, and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.
EMC 320	Emergency Preparedness and Planning	3	This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.
EMC 330	Political and Policy Issues for Emergency Management	3	This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of how local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.

EMC 340	Emergency Services and the Community	3	This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.
EMC 350	Managing Emergency Response Operations	3	This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
ENG 110	English Composition I	3	This course develops the reading, writing, and critical thinking skills that are essential for academic and life success.
ENG 135	Essentials of Contemporary Communication	3	This course covers the skills necessary for effective communication in professional environments and modern society. The course reviews basic communication theories and discusses the fundamentals of a variety of communication skills and various communication channels. This course emphasizes applying these skills to group and contemporary professional situations.
ENG 157	Multicultural Literature	3	This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.
ENG 210	English Composition II	3	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.
ENG 222	Introduction to Technical Writing	3	This is a foundational course designed to introduce students to technical writing fundamentals and the technical writing career field. Topics include what technical writing is and how technical writing differs from other types of writing, technical writing best practices, and the career opportunities in the technical writing field.
ENG 230	Mechanics of Writing	3	This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.
ENG 240	Introduction to Creative Writing	3	This course provides a foundation in writing creative fiction. Students will be expected to produce original creative writings.
ENG 260	Folklore and Fairytales	3	This course explores the genre of folklore and fairytales and their role as cultural literary artifacts. Students will examine the construction, shaping, and use of folklore and fairytales in society.
ENG 270	Literary Interpretation and Analysis	3	This course introduces students to the conventions of various literary genres and the terms and vocabulary used to discuss and interpret literary and other written works.
ENG 280	Rhetoric and Critical Thinking	3	This course introduces students to rhetoric and critical thinking. Students will apply both formal logic and rhetorical principles to the study and practice of argument and persuasion.
ENG 295	Children's Literature	3	This course examines literature for children. Through an overview of a variety of genres and topics, students will develop an understanding of literature for young readers.
ENG 340	Creative Writing	3	The purpose of this course is to expand students' imaginative writing processes. Students produce original creative works that demonstrate a developed understanding and implementation of creative techniques in various genres of creative writing.
ENG 380	Applied Linguistics	3	This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.
ENGDA 110	English Composition I	3	This course develops the reading, writing, and critical thinking skills that are essential for academic and life success.
ENGDA 210	English Composition II	3	This course extends practice in critical reading, writing, and thinking. Emphasis is given to developing an effective writing process that takes into account audience and rhetorical purpose.

ENT 527	Opportunity Assessment and Innovation	3	This course is an introduction to entrepreneurship and the entrepreneurial mindset. The course will provide an overview of the challenges and opportunities of an entrepreneurship, an intrapraneurship, and a social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.
ENT 588	Innovation and Design: Capstone Project	3	This course provides a learning environment that reinforces creativity and innovation. Students will examine the core concepts related to innovation and analyze effective strategies for managing start-ups or organizations. Topics will include leading innovation, scaling excellence from innovation, financing innovation, creative problem-solving, and design thinking.
ENV 100T	Principles of Environmental Science	3	This course will introduce students to the scientific principles that are required to identify environmental phenomenon. Students will explore the composition and processes of Earth's lithosphere, atmosphere, hydrosphere, and biosphere to examine environmental impact and mitigation of environmental risk.
ENV 310	Environmental Management	3	This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.
ENV 320	Environmental Law	3	This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.
ENV 400	Watershed Hydrology	3	This course will introduce students to the water cycle and freshwater management. Topics will include examination of bodies of water, geology and soil properties, the water cycle, groundwater flow, pollution effects, and government involvement.
ENV 410	Environmental Toxicology	3	The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.
ENV 420	Environmental Risk Assessment	3	This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.
ENV 430	Environmental Technology	3	This course presents students with the current and emerging technologies that are available for the management of the environment. Environmental factors will be examined for the proper selection and application of these technologies.
ENV 431	Public Policy Analysis	3	This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.
ENVDA 100	Principles of Environmental Science	3	This course will introduce students to the scientific principles that are required to identify environmental phenomenon. Students will explore the composition and processes of Earth's lithosphere, atmosphere, hydrosphere, and biosphere to examine environmental impact and mitigation of environmental risk.
ETH 120	Cultural Diversity in the United States	3	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETH 316	Ethics and Social Responsibility	3	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the interrelated nature of ethics, morality, legal responsibility, and social issues.

ETH 321T	Ethical and Legal Topics in Business	3	This course provides students with an overview of the legal, ethical, and related statutory and regulatory environment in which businesses, organizations, and individuals within them function. After completion of this course, students will be able to understand the general structure of the court systems in the United States, describe the alternative means of resolving disputes and their respective advantages and disadvantages, evaluate the frameworks for regulatory compliance and corporate social responsibility, examine the principle areas of business law, and understand intellectual property rights.
ETH 557	Accounting Ethics	3	In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
ETHDA 120	Cultural Diversity in the United States	3	This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.
ETHDA 316	Ethics and Social Responsibility	3	This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the interrelated nature of ethics, morality, legal responsibility, and social issues.
FIN 366	Financial Institutions	3	This course develops a conceptual framework for understanding how recent and current events affect the financial environment. Financial markets are examined with a focus on their utilization by financial institutions, the pricing of financial assets, the impact of the Federal Reserve, the internationalization of financial markets, and the impact of recent events. Financial institutions such as insurance companies, commercial banks, and investment banks are covered. The institutions are described with a focus on regulatory aspects and management use of financial markets and performance.
FIN 370T	Finance for Business	3	This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
FIN 375	Financial Management in the Small Business	3	This course focuses on the role that financial management plays in the development and sustainability of a small business. The course provides a detailed review of forecasting, budgeting, daily cash flow management techniques, and monitoring financial performance. Specifically, students will address funding, debt management, cash flow management, and financial planning from the small business perspective.
FIN 402	Investment Fundamentals and Portfolio Management	3	This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.
FIN 419T	Finance for Decision Making	3	This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.
FIN 420	Personal Financial Planning	3	This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.

FIN 422	Retirement and Benefit Planning	3	This course provides students with the tools necessary to create a retirement plan. After completion of this course, students will be able to identify the types of retirement plans, understand the implications of federal law on retirement plans, identify retirement plans and participation requirements, calculate tax deductions and contribution limits, and create a full financial plan, including retirement, for an individual.
FIN 486	Strategic Financial Management	3	This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 571	Corporate Finance	3	This course applies corporate finance concepts to make management decisions. Students discuss methods used to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
FIN 580	Global Capital Markets	3	This course examines the international financial environment facing firms in a globalized economy. Students will assess the impact of economic policy and financial disturbances on financial markets, exchange rates, and capital flows. Other topics include investment analysis, asset management, capital markets, hedge funds, corporate finance, and international macroeconomics.
FIN 585	Financial Controlling	3	This course analyzes several topics concerning financial control. Students will explore, design, and use the cost management systems, financial performance measures for enhancing firm value, managerial incentive contracts and accounting data, and management accounting. Other topics include managing earnings and financial ratios, and use of balanced scorecard to evaluate financial/nonfinancial managerial performance.
FIN 590	Audit and Compliance Management	3	The course emphasizes concepts and principles of auditing and assurance services theory and practice. Students will explore professional standards utilized in providing auditing and other assurance services, and reporting on financial statements. Other topics include securities law and regulatory structure, professional conduct, and ethical and legal issues in securities regulation.
FIN 591	Real Estate Investment	3	This course explores the techniques of real estate investment analysis, including financing, taxes, and decision-making criteria in today's real estate investment environment. Students will analyze the risks and rewards of existing and proposed real estate projects to make specific financing and investment decisions. Other topics include real estate financial analysis and valuation, diversification of real estate assets, real estate taxation, and real estate law.
FIN 711	Financial Measures of Value Added	3	This course will assist doctoral students with understanding and employing financial tools and techniques in different stages of an entrepreneurial organization with special emphasis on new venture finance and private equity. Students will also gain insights into the different types of financing and evaluate the appropriate financing alternatives at various phases of the organization's life.
FINCB 571	Corporate Finance	3	This course applies corporate finance concepts to make management decisions. Students discuss methods used to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
FP 100	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
FP 100T	Everyday Economics and Finances	3	This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.
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GEN 201	Foundations for University Success	3	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals; and develop skills in critical thinking, collaboration, and communication.
GENDA 201	Foundations for University Success	3	This course transitions students through the foundations of study at University of Phoenix. Students develop personal strategies for achieving educational goals and develop skills in critical thinking, collaboration, and communication.
GEO 180	Physical Geography	3	This course introduces students to the principles of physical geography. Students examine the processes of Earth's physical environment as well as the human-environment interaction. Topics include plate tectonics, the rock cycle, landscape building, water resources, the relationship between the Earth and Sun, the elements of weather and climate, vegetation and soils, types and uses of maps, and human interaction with the environment.
GFT 500	Teaching Gifted and Talented Learners	3	In this course, participants explore the characteristics of and methods to identify gifted and talented learners, including underrepresented students. Programs, strategies, and supports for the diverse needs of gifted and talented learners are examined. Participants develop lessons and assessments to accommodate and foster the academic, social, and emotional development of gifted and talented learners.
GFT 501	Curriculum and Instruction for Gifted and Talented Learners	3	This course focuses on the theory, research, standards, and practices necessary to adapt, develop, and sustain high quality curriculum and instruction for diverse gifted and talented learners. Participants examine strategies to enhance acceleration, depth, and complexity of learning. Participants explore creative student products, the use of technology, assessment, differentiation, collaboration, enrichment, and higher order processing skills in curriculum and instruction for highly able students.
GFT 503	Assessment for Gifted and Talented Learners	3	This course provides an overview of evaluation methods and assessment of gifted and talented learners. Participants interpret different evaluation and assessment tools, identifying the pros, cons, and limitations of multiple assessments. Participants explore solutions and alternative assessments in the identification of gifted and talented learners. Strategies in the ongoing assessment process of gifted and talented learners are also examined.
GFT 505	Critical Thinking Skills for Gifted and Talented Learners	3	This course prepares participants to enhance critical thinking skills in gifted and talented learners. Participants explore theories, teaching and assessment methods, instructional strategies, and technology related to the development of critical thinking skills in gifted and talented learners. Characteristics of gifted and talented learners, differentiated instruction, creative thinking, twice exceptional learners, and student engagement are also addressed.
GHA 548	Foundations of Gerontology for Health Administrators	3	This course introduces current and aspiring health administrators to the field of gerontology, and the systems and facilities that support these populations. Topics include an examination of the experiences of aging populations across the care continuum, myths and stereotypes of aging, and a survey of the demographic changes occurring in the U.S. that are resulting in larger elder populations.
GLG 220	Physical Geology	3	This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering, and erosion systems.
HCIS 140T	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic heath records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.

HCIS 250	Structure, Design, and Tools of Electronic Health Records	3	Students will learn about the evolving functions and uses of technology to support the documentation of vital health information contained in a patient's electronic health record. This course will introduce students to software applications, claims and reimbursement information, as well as regulatory compliance requirements. Students will examine forms, routing, and reporting of patient records in a variety of healthcare settings. Students will use an electronic health record (EHR) software to reinforce quality and data management of patient information.
HCIS 270	Application of Electronic Health Records	3	Students in the capstone course for the electronic health records (EHR) will continue to use an EHR software application to develop foundational skills related to administrative tasks, data charting, insurance and billing, regulatory compliance, and reporting. Students will demonstrate mastery processing an electronic health record.
HCIS 318	Health Care Industry Terms for IT Professionals	3	This course provides students with basic health care industry terms in a variety of health care work settings for information technology professionals. Students will review terms and concepts related to emerging technologies, the structure and roles within health care, and the privacy and security considerations needed for health care systems.
HCIS 352	Foundations of it in the Health Care Environment	3	This course provides an overview of the integration of technology within the health care industry. Students will examine systems, networking and database concepts, the processes used in the selection and application of electronic health records, and the evaluation of future information technology systems. Methods to make informed business decisions related to the use of technology in health care will be addressed.
HCIS 410	Project Planning and Implementation in Health Care	3	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.
HCIS 420	Information Systems Risk Management in Health Care	3	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation, and use of computer based information systems.
HCISDA 140	Fundamentals of Electronic Health Records	3	This course introduces students to the fundamentals of electronic heath records (EHR) utilized in the health care environment. Students will receive an overview of information systems, workflows, health information accessibility, as well as health care transactions and billing.
HCISDA 410	Project Planning and Implementation in Health Care	3	This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student?s skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.
HCISDA 420	Information Systems Risk Management in Health Care	3	This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.
HCP 513	Health Care Compliance Foundations	3	The learner will explore the purpose and organization of compliance in the health sector as well as the role of compliance and compliance officers. Topics include regulatory agencies, accreditation, professional licensing, enforcement, quality, and policies.

HCP 514	Leading Compliance in Health Care Organizations	3	The learner will examine structures and systems of healthcare organizations and how they inform the responsibilities of a compliance professional. Course topics include the ethical responsibilities of compliance, HIPAA and OSHA, and other compliance-related healthcare standards and regulations including whistleblower protection in the U.S.
HCP 516	Auditing, Monitoring and Corrective Action in Compliance	3	The learner will compare and contrast auditing and monitoring in healthcare compliance. The course focuses on report writing using root cause analysis and corrective action plans, as well as the industry-accepted process of presenting these plans to compliance boards and committees.
HCP 517	Communication and Reporting Mechanisms in Compliance	3	The learner will create a compliance program and present it in in their chosen healthcare sector, in a manner currently accepted by the healthcare industry. Course topics include policies and standard operating procedures, training and education, documentation and presentation.
HCR 201	Medical Billing and Coding	3	This course is designed to provide students with a framework for managing the application of clinical data to the patient record. Students will examine predominant medical billing and coding manuals and will demonstrate use of codes.
HCR 202	Medical Insurance	3	This course is designed to provide students with an understanding of health care reimbursement systems. Students will become familiar with the various medical insurance plans offered by health care payors.
HCR 203	Medical Claims Processing and Compliance	3	This course is designed to provide students with an understanding of the management of patient records through the practices and processes of filing claims. Students will focus on the knowledge and skills essential for completing insurance claim forms in the health care setting. HIPAA and compliance requirements will also be covered.
HCS 120T	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCS 131T	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCS 182	Introduction to Financial Concepts	3	This course introduces students to fundamental financial concepts related to the health care industry. Students will learn about basic insurance procedures, bookkeeping processes, and budgets commonly used in a variety of health care settings.
HCS 214	Anatomy and Physiology I	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the cardiovascular, respiratory, gastrointestinal, and urinary systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 216	Anatomy and Physiology II	3	This course is designed to introduce students to basic terminology, roles, and diseases related to the nervous, endocrine, musculoskeletal, reproductive, and dermatological systems. The content provides a fundamental baseline for coding and billing applications to help build a foundation for students who are pursuing the medical coding and billing track.
HCS 224	Health Care Office Management	3	This course is designed to provide students with the knowledge and skills needed for the administrative operations of a health care facility. Concepts regarding office procedures, resources and supplies, and compliance and risk management requirements will be explored.
HCS 235T	Health Care Delivery in the U.S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 305	Health Care Professional Development	3	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCS 321	Business Communication for Health Care Managers	3	This course offers students the knowledge and skills to effectively communicate in a variety of health care workplace settings. Students will focus on business writing correspondence, effective communication strategies, and collaboration skills required by health care managers.
HCS 325	Health Care Management	3	The course explores fundamental concepts of management theory as applied to health care. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.
HCS 335	Health Care Ethics and Social Responsibility	3	This course identifies ethical issues in health care. It is designed to encourage students to clarify individual ethics values in regards to health care issues. Content includes discussion of theories, principles, and values for students to consider a variety of ethical viewpoints from a managerial perspective.
HCS 341	Human Resources in Health Care	3	This course examines the complexities and multiple issues involved in human resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 370	Organizational Behavior	3	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.
HCS 380	Health Care Accounting	3	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCS 385	Health Care Finance	3	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCS 412	Project Management for Health Care Professionals	3	This course provides foundational project management skills used within a variety of health care settings. Topics include project scoping, time estimating, budgeting, and controlling to improve outcomes, streamline processes, and increase efficiencies for health care managers.
HCS 430	Legal Issues in Health Care: Regulation and Compliance	3	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed. ***Updated Description 3/1/04*** This course covers the broad range of topics affected by health law and regulation ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well as their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.
HCS 433	Dimensions of Health and the Older Adult	3	This course examines the basic principles and concepts of the aging process, including the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.

HCS 446	Facility Planning	3	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, as well as examine the regulatory compliance requirements.
HCS 449	Health Administration Capstone	3	Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the health care environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
HCS 451	Health Care Quality Management and Outcomes Analysis	3	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.
HCS 455	Health Care Policy: The Past and the Future	3	This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
HCS 456	Risk Management	3	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.
HCS 457	Public and Community Health	3	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model, students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCS 465	Health Care Research Utilization	3	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition, students will analyze the key elements of evidence-based research within health care.
HCS 468	Regulatory and Compliance within the Health Care Industry	3	This course focuses on regulatory and compliance issues within the health care industry. Topics include health care regulatory agencies, the impact of compliance on the operations of health care delivery, and health care laws. The course will also examine current health care policies and the implications for regulatory compliance.
HCS 472	Marketing in the Health Care Industry	3	In this course students will examine current marketing trends used within the health care industry. Students will focus on a variety of marketing strategies required by health care managers to promote programs, products and services to health care consumers.
HCS 475	Leadership and Performance Development	3	This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process, as well as examine and analyze effective performance indicators for staff and organizational goals.
HCS 483	Health Care Information Systems	3	This course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application, and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 487	Technology and Systems Approach for Health Care Managers	3	The course examines the integration of technology used within health care systems. Students will focus on the processes used in the selection, implementation, and evaluation of health information systems. Emphasis on methods used by health care managers to make informed business decisions related to the application and use of technology within the health care industry will be covered.
HCS 490	Health Care Consumer - Trends and Marketing	3	In this course, students will have the opportunity to examine the traits, trends, and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services, and differentiation of health care web sources.
HCS 493	Data Analytics for Health Care Managers	3	This course focuses on the use of data analytics for health care managers. Emphasis will be on data collection, tools, and strategies related to the use of data to improve health outcomes. Students will manage, analyze, and interpret data to identify areas for continuous system improvement.
HCS 498	Strategic Decision Making for Health Care Managers	3	This capstone course examines the techniques of strategic planning for decision making in the health care industry. Students will be required to demonstrate mastery of Program Student Learning Outcomes through the strategic planning process by formulating strategic decisions to manage within various health care environments.
HCS 499	Health Care Strategy Capstone	3	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.
HCS 504	Introduction to Graduate Study in Health Sciences/Nursing	1	This course provides new graduate students in the college with an introduction to strategies for success within the university¿s adult learning model. Topics include program standards and objectives; graduate-level oral and written communication; locating, evaluating, and citing scholarly resources; and purposes and use of portfolios.
HCS 529	Contemporary Health Care Facility Design	3	This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.
HCS 542	Health Care Research	3	This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.
HCSDA 120	Medical Terminology for Health Care Professionals	3	This course offers students engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, students will have the opportunity to be immersed in the words used in health care.
HCSDA 131	Business Communication Skills for Health Care Professionals	3	This course offers students the foundational knowledge and skills to communicate in a variety of workplace settings. Students will focus on business writing correspondence, communication technologies, and effective communication strategies for the health care industry.
HCSDA 235	Health Care Delivery in the U.S.	3	This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.
HCSDA 245	Introduction to Health and Disease	3	This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCSDA 305	Health Care Professional Development	3	This course introduces students to the diverse spectrum of the health care industry. Topics will include an overview of the program student learning outcomes, professional organizations, scope of career opportunities, and planning for the future.
HCSDA 321	Business Communication for Health Care Managers	3	This course offers students the knowledge and skills to effectively communicate in a variety of health care workplace settings. Students will focus on business writing correspondence, effective communication strategies, and collaboration skills required by health care managers.
HCSDA 325	Health Care Management	3	The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.
HCSDA 335	Health Care Ethics and Social Responsibility	3	This course identifies ethical issues in health care. It is designed to encourage students to clarify individual ethics values in regards to health care issues. Content includes discussion of theories, principles, and values for students to consider a variety of ethical viewpoints from a managerial perspective.
HCSDA 341	Human Resources in Health Care	3	This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCSDA 370	Organizational Behavior	3	This course focuses on the dynamics of individual and group behaviors and processes that impact and shape organizations. Topics will include organizational theories, decision making, group dynamics, change and conflict negotiation, and organizational culture and design.
HCSDA 380	Health Care Accounting	3	This course provides an understanding of the fundamental concepts of accounting applied in the health care environment. Students will examine accounting practices and procedures to support managerial decision making within the health care organizations.
HCSDA 385	Health Care Finance	3	This course provides an overview of the financial economics of health care. Concepts such as payments systems, economic trends, financial statements and budgets are covered.
HCSDA 412	Project Management for Health Care Professionals	3	This course provides foundational project management skills used within a variety of health care settings. Topics include project scoping, time estimating, budgeting, and controlling to improve outcomes, streamline processes, and increase efficiencies for health care managers.
HCSDA 430	Legal Issues in Health Care: Regulation and Compliance	3	This course covers the broad range of topics affected by law and regulation ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well as their impact on the operation healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.
HCSDA 446	Facility Planning	3	This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss further health care consumer utilization trends, and as well as examining the regulatory compliance requirements.
HCSDA 451	Health Care Quality Management and Outcomes Analysis	3	This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and quality improvement tools used in health care. Methods for assuring quality in process and outcome management are described. Changing trends in the provision and reimbursement of health care services are reviewed.

HCSDA 455	Health Care Policy: The Past and the Future	3	This course examines the role of federal, state, and local government in the development of health care policy and regulation involving both the private and public sectors. The resulting impact of policy and regulation on healthcare systems is discussed. The role of health care systems will be reviewed as well as the various aspects involving the delivery of services.
HCSDA 456	Risk Management	3	This course introduces students to issues related to risk management in health care. Concepts will include the tasks of the risk manager, regulatory requirements, and risk factors unique to the health care industry.
HCSDA 457	Public and Community Health	3	This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.
HCSDA 465	Health Care Research Utilization	3	This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.
HCSDA 468	Regulatory and Compliance within the Health Care Industry	3	This course focuses on regulatory and compliance issues within the health care industry. Topics include health care regulatory agencies, the impact of compliance on the operations of health care delivery, and health care laws. The course will also examine current health care policies and the implications for regulatory compliance.
HCSDA 472	Marketing in the Health Care Industry	3	In this course students will examine current marketing trends used within the health care industry. Students will focus on a variety of marketing strategies required by health care managers to promote programs, products and services to health care consumers.
HCSDA 475	Leadership and Performance Development	3	The course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.
HCSDA 483	Health Care Information Systems	3	The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.
HCSDA 487	Technology and Systems Approach for Health Care Managers	3	The course examines the integration of technology used within health care systems. Students will focus on the processes used in the selection, implementation, and evaluation of health information systems. Emphasis on methods used by health care managers to make informed business decisions related to the application and use of technology within the health care industry will be covered.
HCSDA 490	Health Care Consumer - Trends and Marketing	3	In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.
HCSDA 493	Data Analytics for Health Care Managers	3	This course focuses on the use of data analytics for health care managers. Emphasis will be on data collection, tools, and strategies related to the use of data to improve health outcomes. Students will manage, analyze, and interpret data to identify areas for continuous system improvement.
HCSDA 498	Strategic Decision Making for Health Care Managers	3	This capstone course examines the techniques of strategic planning for decision making in the health care industry. Students will be required to demonstrate mastery of Program Student Learning Outcomes through the strategic planning process by formulating strategic decisions to manage within various health care environments.

HCSDA 499	Health Care Strategy Capstone	3	This capstone course examines the techniques and perspectives of strategic planning in the health care industry. Students will be required to demonstrate mastery of program Student Learning Outcomes through the strategic planning process by formulating strategies to manage various challenges encountered in the dynamic health care environment.
HEA 711	History and Philosophy of Higher Education	3	This course introduces and examines the major features of the financial functions operative within various types of higher education institutions. The financial functions of various types and sizes of post-secondary institutions will be presented. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: public and private, non-profit and for-profit entities; small, medium, and large entities; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.
HEA 712	Higher Education Law, Policy and the Regulatory Environment	3	In this course, students will evaluate how higher education institutions operate within a regulatory framework created by local, state and federal statutory law, case law, policies created by governmental agencies as well as various accrediting bodies. Major topics include systems of higher education governance, faculty, administrator and staff employment issues, student rights and conduct, technology, intellectual property and risk management. The impact of social and political constructs and stakeholder perspectives will be evaluated as it relates to the creation of a comprehensive ethical and legal approach to problem solving and policy development.
HEA 713	Higher Education Economics, Finance and Strategic Planning	3	This course introduces and examines the major features of the financial operations and functions, and decision making within various types of higher education institutions. Strategic financial planning and global market influences, in the context of higher education institutions will be addressed.
HEA 722	Academic and Student Affairs Administration	3	In this course, major functions housed in the academic division of colleges and universities will be analyzed. Major functions of student affairs administration will also be analyzed. Emerging issues in the academic and student affairs profession will be evaluated as they relate to the achievement of the institutional mission.
HEA 731	Student Development, Adult Education, and Student Diversity	3	This course will provide an understanding of traditional, non-traditional and diverse students in higher education through an examination of the psychosocial, cultural, cognitive-structural, and identity theories related to student development.
HEA 732	Curriculum Development, Assessment, and Program Evaluation	3	In this course, students will explore contemporary curriculum issues including creating appropriate learning outcomes, developing high-impact educational practices, and striking a balance between general education and major courses. The course will also focus on using evidence-based decision making in program/course curriculum development and change processes. Program evaluation models and methods and accreditation processes utilized in higher education will be explored.
HINF 500	Informatics for Health Administration	3	This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.
HINF 510	The Systems Life Cycle	3	This course focuses on the implementation and management of clinical information systems. Topics include performing systems and interoperability assessments, determining key elements of system designs, planning for end-user training and support, and securing buy-in from stakeholders in the health care industry. Additionally, this course explores planning for IT security, disaster recovery and continuity, and new and advanced technologies.

HINF 520	Data Management and Design in Health Administration	3	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, as well as systems operations, reporting mechanisms, data exchange, and data taxonomies.
HIS 110CA	U.S. History to 1865	3	This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities. When woven together, these diverse races and nationalities have created this country. Students will learn to appreciate the contributions of various peoples which have made contributions to the American culture. Particular emphasis will be placed on America's colonial origins, the American Revolution and the creation of a republican government under the Constitution. Emphasis is also placed on westward expansion, section divisions over slavery and causes/consequences of the Civil War.
HIS 210	AZ Constitution	3	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 301	United States Constitution	3	This course is an introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and the Court's evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, and the issues of slavery and civil rights as seen through major court decisions.
HIS 305	California State History	3	This course provides students with the political, economic, and social history of California until the 1850s. Topics include the indigenous tribes of California, pre-Columbian California, the early exploration and founding of California, Mexican rule, and the Gold Rush.
HIS 306	California State History II	3	This course provides students with the political, economic, and social history of California from the 19th Century through modern time. Topics include the California state Constitution, immigration and diversity, modern industry, and contemporary issues facing the state.
HIS 341	Ancient Worlds	3	This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.
HIS 510	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 511	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HIS 514	AZ Constitution	1	This course provides an overview of Arizona history from its preterritorial days to the present. Participants examine the original intent and current influence of the Arizona Constitution and the constitutional issues impacting Arizona. County government and municipalities, including the organization and funding of schools, are also addressed.
HIS 516	U.S. Constitution	1	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.

HIS 518	U.S. Constitution	2	This course is a study of the creation, application, and viability of the United States Constitution. Participants examine the Constitution's historical and philosophical origins to better understand its original intent, evolution, and current usage, specifically through its interpretation in changing social and political climates. Emphasis is on the Constitution's influence on education in the United States.
HISDA 301	United States Constitution	3	This course is an introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and the Court's evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, and the issues of slavery and civil rights as seen through major court decisions.
HLTH 510	Health and Nutrition for Educators	3	This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, substance abuse, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.
HPE 270	Physical Education and Health for Educators	3	This course will help students identify the importance of a healthy lifestyle with the knowledge of human movement and motor skills. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.
HRM 300T	Fundamentals of Human Resource Management	3	This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.
HRM 324T	Total Compensation	3	This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include wage decisions, budgeting, benefits, incentive plans, and retirement plans.
HRM 326T	Employee Development	3	This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the importance training and development have on employee motivation. The course will also explore methods of program design, development, and assessment.

HRM 420	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.
HRM 420T	Human Resource Risk Management	3	This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.
HRM 498	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 498T	Strategic Human Resource Management and Emerging Issues	3	This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with the business strategies and emerging issues facing business, and to understand the HRM competencies and leadership skills necessary to be a true strategic business partner. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
HRM 546	Human Resource Law	3	This course prepares human resource managers to comply with human resource laws and regulations. Other topics include: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, employee grievances, and workplace safety.
HRM 548	Recruitment and Retention Practices	3	This course prepares students to evaluate and develop a workforce to attain organizational goals. Students will learn to develop strategies to attract and retain the best employees. Other topics include workforce planning and assessment, relocation practices, negotiation, employment policies, and total compensation practices.
HRM 552	Organizational Training and Development	3	This course applies development and training concepts to enhance organizational performance. Other topics include change management, employee relations, organizational development theories and applications, and performance analysis.
HRM 595	Human Resource Capstone Course	3	This capstone course applies human resource concepts to improve organizational effectiveness through the development of a human resource plan. Other topics include the strategic alignment of human resource management, professional development, leadership training, forecasting HR needs, gap analysis, change management needs, HR tools and technologies, training and development, and data analysis.
HRM PA534	Human Capital Development in Public Administration	3	This course prepares students to apply human capital development concepts in public administration. Students will create plans for managing human capital in public administration. The application of recruitment, development & retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, public service ethics, collective bargaining, employee/employer relations applied within government & non-profit entities will be analyzed.

HSN 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSN 476	Healthcare Policy and Financial Management	3	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
HSNCB 376	Health Information Technology for Nursing	3	This course examines electronic modalities that assist in patient-centered health care management. Topics include informatics, automation of data management, and evaluation of information systems. A key focus is the relationship between technology in health care delivery and patient safety.
HSNCB 476	Healthcare Policy and Financial Management	3	This course examines the nurse's role as a leader in healthcare. Topics include financial and resource management, cost controls, fiscal responsibility, and healthcare policies and reform. A key concept is the interrelationship among health policy, legislation, regulation, finance, and practice.
HST 155	U. S. History to 1865	3	This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.
HST 165	U. S. History 1865 to 1945	3	This course provides an overview of the social, political, economic, and global events affecting U.S. history from the Civil War through World War II.
HST 175	The American Experience Since 1945	3	This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying a historical perspective to analyze contemporary issues.
HST 275	Global Civilizations to 1500	3	This course surveys the establishment of civilizations throughout the world to the 1500s. Emphasis is on the principle social, cultural, political, economic, and global developments that influenced multiple civilizations.
HST 276	Global Civilizations Since 1500	3	This course surveys global civilizations from Africa and the Americas to Eurasia to explore changes in communication, communities, demography, economics, environment, politics, religion, technology, warfare, and women.
HUM 105	World Mythology	3	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUM 115	Critical Thinking in Everyday Life	3	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.
HUM 186	Media Influences on American Culture	3	The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the United States and around the world.
HUM 300	The Global Village	1	This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age.

HUM 375CA	Integrative Studies	3	This course introduces students to the concept of integrative studies by acknowledging the depth of separate disciplines and their interrelationships, modes of inquiry, and the use of thematic relationships and connections between subject areas in teaching and learning. Emphasis is placed on the historical development of interdisciplinary inquiry, processes for developing integrated themes including learning styles and resources, and the criteria for implementing a theme study for the content-specific multiple subject classroom.
HUMDA 105	World Mythology	3	This course provides an overview of mythology and its relationship to ancient cultures and culture today. The course covers the purposes and types of myths; development of myths and mythological characters; the common elements of mythological structures; the predominant characteristics of heroes in myth; the conflicts heroes encounter, and how ancient heroes relate to heroes today.
HUMDA 115	Critical Thinking in Everyday Life	3	Students learn how to think critically, focusing on developing the necessary tools and skills to analyze problems, make decisions, and formulate well-supported points of view on key academic, social, and professional issues.
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IM 305	Data Modeling	3	This course provides an in-depth look at several intermediate design and architecture concepts. The course outlines the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.
IM 310	Data Analytics and Modeling	3	This course will introduce students to data analytics and modeling through contemporary business tools. Students will examine how data is architected and organized. After completion of this course, students will be able to understand the different data models used to store data, several schemas that drive how data is structured, and provide other database concepts relating to the design and architecture of data.
IOP 455	Professional Ethics	3	This course will use APA and SHRM guidelines to explore ethical dilemmas and organizational responses to these issues. Topics will include the law and personnel management, crisis/public relations management and ethical decision-making. Students will analyze case studies related to these issues.
IOP 460	Organizational Cultures	3	This course provides students with the concepts of different types and ecosystems of organizations: corporate giants, non-profit service providers, leading edge start-ups and military and governments. The course examines competing organizational dynamics including structural, human relations, political, and symbolic. Topics include types and characteristics of organizations, learning organizations, and dealing with organizational ambiguity and complexity.
IOP 470	Group Dynamics	3	This course is designed to give students an understanding of group dynamics and small group processes. Topics explored include power, perception, motivation, leadership, decision-making, and team-building. The learning team concept will be utilized to examine many concepts of group dynamics in an organizational setting.
IOP 480	Assessment Tools for Organizations	3	This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Analysis of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization.
IOP 490	Capstone Project	3	This course is designed to prompt reflection and focus on the entire program learning experience. Students will integrate core concepts learned throughout the program and will demonstrate proficiency with these concepts in a final project.

ISCOM 370	Strategic Supply Chain Management	3	This course will provide a brief overview of supply chains and an in-depth perspective on strategic supply chain management. This course focuses on the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve sustainable competitive advantages locally and globally.
IST 710	Foundations of Information Systems Management	3	This course surveys several major content areas of information systems and technology management that will be examined at various organizational levels later in the Information Systems and Technology focus area of the Doctor of Management program. The major content areas (sub-domains) surveyed in this course include: systems; networking, the World Wide Web, and cloud computing; the concepts of data, information, knowledge, and wisdom (DIKW); and security and privacy. Upon completion of this course, the learners will be prepared to research, analyze, and define unique management considerations of each sub-domain as it affects various organization levels.
IST 722	Information Technology for Teams	3	Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied to teams. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from effective leadership and management of teams, practices and techniques to enable effective team collaboration and organizational learning, and current and future developments in information technology to improve team performance. Upon completion of this course, learners will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 724	Organizational Information Systems Management	3	This course builds on foundational Information Systems and Technology (IST) concepts, management, and models introduced in IST/710 and other Doctor of Management (DM) courses and offers the opportunity to view and apply them at the organizational level. As the second course in the IST focus area of the DM program, IST/724 is precursor to coursework that will broaden beyond the organization to the global setting and finally into the realm of leading IS architecture and implementation. The major content areas (sub-domains) included in this course are: complexities of IT and of organizations; alignment of IT to the organization; and teams, models, and organizational effectiveness. At this level of learning (and management), the subjects are intertwined. Course readings are geared more to a balance every week within the scope of the course than to a strict adherence to that week's major topic. Upon completion of this course, the learners will be prepared to define and analyze issues related to the management and support of information systems and technology necessary to align to and support organizational objectives.
IST 731	Partnership and Industry Information Systems	3	This course extends the learning from previous intracompany relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.
IST 732	Global Information Systems Management	3	This course extends the examination of the IST domains studied throughout the program to the global level. Learners will examine the application of the IST domains in the setting of a global economy and international business environment. Learners will be prepared to define the common information system (IS) management approaches for the development of business systems that can support global information systems requirements.
IST 733	Information Systems Management Architecture	3	Upon completion of this course, learners will be prepared to manage and lead the analysis and planning of strategic and tactical information systems that address the considerations of all IST domains examined in the IST specialization courses. Additionally, this course will include an examination of potential dissertation topics from the domains and spectrum of organizational levels explored in this program.

IT 200	Digital Skills for the 21st Century	3	Digital Skills for the 21st Century is a course focused on the impact of digital technology on today's businesses, the economy, and society. Rapid advances in technologies are creating benefits and efficiencies for those businesses that recognize their advantages and pitfalls and harness them to their advantage. Today's workforce needs to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively.
JRN 310	Introduction to Journalism	3	This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.
LAW 531T	Business Law	3	This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
LAW PA513	Law and Public Administration	3	This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.
LDR 300T	Innovative Leadership	3	This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.
LDR 305T	Foundations of Leadership	3	This course provides an overview of leadership theories, models, and principles. Students will gain insight into effective leadership attributes, leadership styles, organizational vision, corporate responsibility, and ethical practices.
LDR 306T	Organizational Leadership: Building a Performance Culture	3	In this course, students will examine practices used to engage, inspire, and successfully lead people and organizations, with a focus on motivation, behavioral management, employee development and empowerment, diversity, culture, and performance improvement.
LDR 307T	Leadership Strategy and Decision Making	3	Effective decision making takes a variety of perspectives and information into account, using reliable sources and reasoned approaches in support of an overall strategy. This course investigates business tactics and problem-solving techniques used in long- and short-term planning, organizational governance, innovation and creative disruption, and efficiency improvement. Topics include business model analysis and design, resource allocation, quality enhancement, contingency planning, and entrepreneurship.
LDR 308	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.
LDR 308T	Communication Strategies for Leaders	3	Timely, informative, and inclusive communication is the cornerstone of successful leadership. In this course, students will examine communication techniques used to build organizational culture, improve customer experiences, and effectively negotiate, persuade, and inspire others.

LDR 309	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.
LDR 309T	Leading Through Change	3	This course provides an overview of operational and technological considerations involved in project management and organizational change. Topics include workflow management, technology integration, mentorship and succession planning, adaptability, and transformational leadership practices.
LDR 310	Applied Leadership Capstone	3	The applied leadership capstone provides students with an opportunity to integrate content from throughout the program and demonstrate vital leadership principles and skills.
LDR 320T	Inclusive Leadership: Diversity in the Workplace	3	This course provides students with an overview of inclusive leadership practices used to effectively manage and motivate employees, with a focus on cultural awareness, workplace diversity, intercultural communication strategies, change management, employee development and empowerment, and performance improvement.
LDR 535	Leading Change	3	This course applies leadership concepts to create organizational change that increases value for stakeholders. Topics include leadership theories, organizational development approaches, servant leadership, and transformation leadership.
LDR 711A	Leadership Theory and Practice	3	In this course, students explore the theoretical and applications-based fundamentals of leadership to advance their skills and knowledge as scholar-practitioner-leaders.
LDR 721	Ethical Leadership and the Legal Landscape	3	This course evaluates research on how legal environments in the global economy shape decision-making and ethical issues that emerge from disparate legal systems and practices. Topics include contemporary legal and ethical issues that impact the environment and workplace such as technology, social media, advertising, harassment, and diversity. The relationships among the law, corporate ethical standards and global business practices are analyzed.
LDR 722	Ethical Leadership and the Law in the Global Environment	3	This course evaluates ethical and risk management issues emerging from disparate legal systems and practices in the global environment, with an emphasis on current world events. Topics include decision-making, cultural implications, and the management of economic, financial, and political risk. The relationships among the law, corporate ethical standards, and global business practices are analyzed.
LDR 726	The Dynamics of Group and Team Leadership	3	This course prepares learners to use advanced leadership strategies for leading teams, group communications, team building, and coaching skills to attain organizational objectives. Learners explore team and group dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.
LDR 731	Contemporary Issues in Leadership	3	This course explores leadership strategies and issues focusing on a changing workforce, short and long-term directions, decision-making, and performance expectations leading towards a sustainable and profitable organization. The focus is on business results that encompass organizational development and issues driving and implementing organizational change.
LDR 736	Architecture of Leadership	3	This course exposes students to historical and emerging leadership theories to enable them to develop their own individual leadership style to effectively lead in an unpredictable and rapidly changing environment. The course emphasizes the importance of leadership decision-making and maintains a strong future forward orientation in attaining organizational goals and achieving performance excellence.
LDRCB 535	Leading Change	3	This course applies leadership concepts to create organizational change that increases value for stakeholders. Topics include leadership theories, organizational development approaches, servant leadership, and transformation leadership.

LIT 235	Survey of English Literature to 1798	3	This course will survey English literature from medieval times until the 18th century. The influence of local economic, religious, cultural, and political changes on a diverse range of literary works, genres, and movements of the time will be explored.
LIT 245	Survey of English Literature Since 1798	3	This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. The influence of local economic, religious, cultural, and political changes on a diverse range of literary works, genres, and movements of the time will be explored.
LIT 255	Survey of American Literature to 1860	3	This course will survey pre-colonial through Civil War era writings in America. The influence of local economic, religious, cultural, and political changes on a diverse range of literary works, genres, and movements of the time will be explored.
LIT 265	Survey of American Literature Since 1860	3	This course will survey the post-Civil War era writings in America. The influence of local economic, religious, cultural, and political changes on a diverse range of literary works, genres, and movements of the time will be explored.
LIT 304	Shakespeare	3	This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.
LIT 305	Major American Novel	3	This course examines the American novel through major genres and authors.
LIT 330	Modern Poetry	3	This course examines poetry from the early 20th century to today. Through reading significant works of the modern period, students will be able to explain poetry as an expression of culture and its importance to society.
LIT 375	Literary Theory and Criticism	3	This course expands students' practice of literary analysis and criticism. Students will explore major literary theories in the discipline and create original critique of various texts and support analysis with research and documentation.
LIT 410	Literature of the Fantastic	3	This course examines the genre of science fiction and fantasy through notable authors and works.
LSM 404	Introduction to Lifespan Management	3	This course introduces students to the lifespan management industry. Focus will include defining populations of lifespan management as well as industry specific terminology. Students will explore various environments and services for populations requiring care over the lifespan. Students will also be introduced to financial and quality management, as well as regulatory requirements for the industry.
LSM 412	Management within the Lifespan Industry	3	This course provides students with overall management principles within the lifespan industry. Focus will be on fundamental management concepts such as planning, organizing, leading and controlling within lifespan management industry. Students will be exposed to marketing and promotion of programs and services for populations requiring care for the lifespan.
LSM 417	Regulations in Lifespan Management	3	This course covers regulatory guidelines which impact the lifespan management industry. Students will explore specific regulations and compliance strategies which focus on the protection of long-term care populations. Students will also explore how various laws and regulatory agencies impact lifespan environments and services.
LTC 310	Social and Community Related Programs and Services	3	This course provides an overview of programs and products related to our rapidly expanding long-term care populations. Services designed to support the growing needs of long-term care populations and their support networks will be examined. The impact of health care trends on the future of the long-term care industry will be explored.
MFCC 502	Graduate Portfolio I	0	Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills for a career in professional psychotherapy and counseling. It is a 6-week workshop, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to the Master of Counseling/Marriage, Family, and Child Therapy program in the College of Social and Behavioral Sciences.

MFCC 503	Graduate Portfolio II	0	Portfolio II is a competency evaluation of professional dispositions and readiness to progress in the Master of Counseling/Marriage, Family, and Child Therapy program. Portfolio II provides an integrative experience requiring the student to bring together all of what has been learned in previous courses in the program and to demonstrate how that learning has been applied. Topics include professional and personal development; application of theory to practice; and sensitivity to diversity issues. Students will demonstrate intake, assessment, and treatment planning abilities. The Portfolio II course is 2 weeks in length, with significant synchronous interactions with faculty and peers.
MFCC 504	Individual and Family Development Across the Life Span	3	This course addresses various dimensions of human development from infancy to old age. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Some topics included will be childbirth, child rearing, parenting and step-parenting, aging, long term care, end-of-Life and grief. Students evaluate clinical situations and assess potential therapeutic interventions in context.
MFCC 505	Graduate Portfolio III	0	Portfolio III is 2-weeks in length, with significant synchronous interactions with faculty and peers. The final Portfolio focuses on the practical application of Marital and Family Counseling/Systems Approach using advanced counseling skills and competencies. This Portfolio is used to assess professional dispositions and readiness for work with diverse populations during clinical placement in practicum and internship courses. Specific topics include professional orientation, professional identity, personal growth, and self-care.
MFCC 506	Personality Theories and Counseling Models	3	This course explores models of personality theory, psychotherapy, and counseling practice, including psychodynamic, affective, cognitive behavioral, humanistic, interpersonal, multicultural, and systems theory. It incorporates evidence-based practices and cultural diversity issues allowing students to establish a strong theoretical foundation as the basis of clinical practice.
MFCC 510CA	Multicultural Counseling	3	This course covers multicultural counseling within the context of a mental health recovery-oriented care model. It addresses multicultural development and cross-cultural interaction involving the psychological, psychotherapeutic, community and health implications with specific attention on California cultures. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, socioeconomic position, etc.
MFCC 522	Psychopharmacology	3	The course examines the history, biochemistry, main effects and side effects of prescription psychotropic medication and biological bases of human behavior in relation to cognition, emotions and mental health. Topics include an overview of neuroanatomy and biochemistry, biological concepts of mental distress, and principles of drug action and metabolism. Ethics, methods of working with medical personnel, and the effects of psychotropic medications on the family system are included.
MFCC 525	Research Methods in Counseling	3	This course provides an overview of the fundamentals of research and evaluation in the counseling profession. Topics include critical analysis of research literature, statistical analysis, qualitative and quantitative research methods, needs assessment, and program evaluation. Emphasis is placed on understanding connections between research design, theories, and the utilization of results in the professional practice of counseling.
MFCC 537	Child and Adolescent Counseling	3	This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behaviors and learning problems are explored.

MFCC 538	Psychometrics	3	This course covers psychological testing with an emphasis on learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed, and the following components are discussed: psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results.
MFCC 541	Career and Vocational Counseling	3	This course provides the student with a comprehensive overview of vocational theory and career counseling. It includes the historical foundations of vocational theory and the relationship of these to skills and techniques utilized in career counseling and vocational development practices. Vocational and career counseling is examined as an integral component of the overall assessment and treatment of clients representing diverse populations found within the scope of community, mental health, and marriage and family counseling. Emphasis is placed on the examination of adults in transition and the nature of work in a changing world. Students develop competencies necessary to provide career and vocational counseling to clients across the lifespan.
MFCC 544	Introduction to Clinical Assessment	3	This course introduces students to models and tools of assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, mental status examinations, suicide risk assessment and Intervention, using the Diagnostic and Statistical Manual of Mental Disorders (DSM), outcome-based treatment planning, and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments and treatment plans. Multicultural and ethical issues in assessment are also explored.
MFCC 548	Psychopathology: Advanced Clinical Assessment	3	Students build on the skills gained in previous courses, focusing on the more complex or problematic disorders. Students enhance their skills by using the Diagnostic and Statistical Manual of Mental Disorders for report-writing and treatment plan development. Emphasis is on accepted treatment approaches and outcome-based assessments; the development of critical-thinking skills; and on multicultural, legal, and ethical issues.
MFCC 553CA	Legal And Ethical Issues in Counseling	3	This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends related to client rights, confidentiality, parent consent, multiple relationships, spousal/partner abuse assessment and intervention, child abuse assessment and reporting, elder/dependent adult abuse and assessment, and suicide risk assessment and intervention. Students learn how to apply ethical decision-making models with a recovery-oriented care approach to diverse populations.
MFCC 554	Individual Counseling	3	This course focuses on intensive skill building in individual counseling. The relationship between assessment, theory, application of strategy and intervention, setting goals with clients, closure, and referral are emphasized as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity using mental health recovery-oriented care and methods of service delivery.
MFCC 557	Family Systems Theory and Intervention	3	This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Historic and fundamental concepts of family systems theory are addressed with an integrative approach to the treatment of the broad range of presenting problems that arise within couple and family relationships. Using mental health recovery-oriented care and methods of service delivery students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore culture-specific interventions used for the treatment of diverse families.

MFCC 563	Dependency and Addictions	3	This course addresses addiction concepts and counseling practices in treatment of co-occurring disorders and addictions. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations using mental health recovery-oriented care and methods of service delivery.
MFCC 564	Human Sexuality and Couples Counseling	3	This course prepares students to understand and treat issues involving individual human sexuality and to use the current developmental and systemic methods to treat couples in distress. Topics include the physiology, psychology, and social cultural variables associated with sexual behavior, gender identity, and assessment and treatment of psychosexual dysfunction. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations. Students will gain intensive skill building in systemic couples treatment for premarital relations, marriage, committed partnerships, multi-partner relationships, parenting, blended families, and separation/divorce/widowhood. Students will demonstrate competency in working with culturally-diverse populations using a mental health recovery oriented care model.
MFCC 566	Advanced Marriage and Family Therapy	3	This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families. Students will go through the process, from intake to termination, of working with a family in a role-play setting incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Family interventions will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.
MFCC 567	Seminar in Marriage and Family Counseling	3	In this course, students will be required to apply marriage and family counseling theory, along with therapy skills acquired throughout the program. Students will gain a deeper understanding of working with diverse families, families in transition, families with mental health issues, families facing crisis and trauma, along with current trends in marriage and family counseling.
MFCC 568	Group Counseling	3	This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, dynamics, norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and diversity are included as key components of effective group counseling practice.
MFCC 592	Practicum	3	This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions and feedback are designed into the course.
MFCC 597A	Internship A	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.
MFCC 597B	Internship B	3	The Marriage/Family/Child Counseling Internship is a clinical experience required of all MFCC students. The internship is divided into two sections, each lasting 15 weeks. The internship experience comprises Portfolio III of the counseling portfolio series. Students are placed in community agencies where they provide clinical marriage/family/child counseling services to clients under the direction of an approved licensed site supervisor.

MGT 230	Management Theory and Practice	3	This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.
MGT 312T	Organizational Behavior for Managers	3	This course prepares students to understand the influence that behavior has on leading and managing organizations. After completion of this course, students will be able to describe the role of a manager within an organization, summarize key concepts and terminology related to organizational behavior, explain the influence of leadership styles on individual performance, examine the roles and interaction of group and team members, describe the relationship between job fit, job satisfaction, and job performance, and the relationship between the human resource function and organizational development.
MGT 316T	Managing with a Global Mindset	3	In this course, students will examine primary business functions, economic systems, operational processes, and decision-making principles used to effectively manage business operations.
MGT 362T	Change Management and Implementation	3	This course will provide students with an overview of the role that business analytics has in the preparation and implementation of change management throughout a project. Students will examine the functions of change management to apply them to activities to meet the strategic and operational plans of an organization. Upon completion of this course, students will understand the importance of the integration of data and decision making on change processes and project management methodologies to implement changes throughout an organization. Focus will also be on managing change to ensure high performance, quality, and operational effectiveness.
MGT 401	Small Business: Structure, Planning, Funding	3	This course provides an overview of the small business from concept through funding. Emphasis on designing a competitive business model, crafting the business plan, forms of ownership, and exploring funding options.
MGT 411	Innovative and Creative Business Thinking	3	This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects span theory and practice and draw upon examples from multiple industry sectors.
MGT 418	Evaluating New Business Opportunities	3	This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.
MGT 434	Employment Law	3	This course provides an overview of federal statutes and state-regulated areas that affect the personnel function. Among topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 434T	Employment Law	3	This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and affirmative action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
MGT 445	Organizational Negotiations	3	This course provides an overview of negotiations in an organizational setting. Students learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students also examine conflict management techniques and emerging negotiation trends in globalization and technology.

MGT 465	Small Business and Entrepreneurial Planning	3	This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include a strategic application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting the business plan to the realistic needs of a small business owner and entrepreneur.
MGT 498	Strategic Management	3	This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan. Special emphasis is placed on business ethics, sustainability, innovation, and the legal environment of business.
MGT 526	Managing in a Changing Environment	3	This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine evolving demographics and emerging technologies related to innovative talent management, including effective leadership responses to organizational challenges.
MGT 566	Planning and Organizing for Success	3	In this course students will evaluate operational and strategic initiatives to facilitate organizational improvement and contingency planning. Students will align organizational activities and personnel to support the execution of strategic objectives.
MGT 571	Staffing, Leading and Controlling for Agile Environments	3	This course focuses on change management within agile business environments. Students will synthesize legal, ethical and operational considerations in the strategic execution of organizational goals.
MGT 576	Opportunity Evaluation and Value Creation	3	This course examines the processes of identifying, exploring, and exploiting opportunities for value creation. Students will learn how to create value within a large organization or entrepreneurial venture, a critical skill enabling entrepreneurial thinking. Students will gain exposure to strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.
MGT 711	Strategic Opportunities in an Internet-Based Global Economy	3	This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing business and management models, assessing geopolitical and economic factors that influence business strategy, and decision making in a global environment.
MGT 721	Managing the Risks in a Global Environment	3	This course evaluates alternative practices to manage risk in a global environment. Topics include measuring cultural implications, as well as economic, financial, and political risks. Students will utilize models to evaluate instruments of global investment and predict where to invest internationally.
MGT 726	Emerging Managerial Practices	3	Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.
MGTCB 526	Managing in a Changing Environment	3	This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine evolving demographics and emerging technologies related to innovative talent management, including effective leadership responses to organizational challenges.
MGTCB 576	Opportunity Evaluation and Value Creation	3	This course examines the processes of identifying, exploring, and exploiting opportunities for value creation. Students will learn how to create value within a large organization or entrepreneurial venture, a critical skill enabling entrepreneurial thinking. Students will gain exposure to strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings.

MHA 505	Systems Thinking in Health Care Environments	3	The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.
MHA 506	Ethical Marketing: the New Health Care Economics	3	The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector.
MHA 507	Leveraging Informatics in the Health Sector	3	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking.
MHA 508	Navigating the Regulatory Environment in Health Care	3	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures within organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action.
MHA 515	Scanning the Health Sector as an Industry Expert	3	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts.
MHA 516	Operating in Structure: Health Sector Policy and Governance	3	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organizations, and the importance of risk-based policy and governance models in the health sector.
MHA 520	Sector Stakeholders: Identifying and Cultivating Alliances	3	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization.
MHA 542	Leading with Authenticity in the Health Sector	3	The learner will begin to exemplify the traits of authentic and adaptive leadership in the context of the health sector. Topics include leading in complex environments (transparency, vulnerability, and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and meaningful collaboration.
MHA 543	Tackling the Talent War in the Health Sector	3	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and engagement.
MHA 560	Creating a Sustainable Legacy: Healthy Communities	3	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions.
MHA 598	Leveraging Results to Build Brand in the Health Sector	3	Learners will examine strategies for successfully elevating the role of the health care organization through a well-defined "brand". Topics will include brand-as-promise, brand-as-experience, and brand-as-emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders.

MHA 599	Capstone: Leading the Organization Through Change	3	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution.
MHACB 505	Systems Thinking in Health Care Environments	3	The learner will utilize the theoretical framework of Systems Thinking as a strategy to address challenges in the health care environment. Topics include Complexity Science, Design Thinking, Creativity and Flow.
MHACB 506	Ethical Marketing: the New Health Care Economics	3	The learner will explore the emerging intersection of marketing and economics in the health sector. Topics include consumer behavior, market segmentation, and identification of new market opportunities in health care, as well as regional/system commoditization, value proposition and differentiation, branding, and social media strategies in the health sector. Competency 4: The student will identify strategies used for effective health care advertising. Competency 5: The student will describe how strategic planning can be used to inform marketing plans. Competency 6: The student will describe marketing strategies for a health care organization.
MHACB 507	Leveraging Informatics in the Health Sector	3	The learner will determine how best to "tell the story" by utilizing patient data and organizational quality and safety benchmarks in diverse health sector contexts. Topics include the systems life cycle, the management of data, sourcing data from the electronic medical record, tracking organizational performance, employee productivity and morale, and peer benchmarking. Competency 7: The student will analyze how data can be used to improve health care policies or operations. Competency 8: The student will analyze research related to administration of health care organizations. Competency 9: The student will analyze the impact of data driven decisions on a health care organization or service.
MHACB 508	Navigating the Regulatory Environment in Health Care	3	The learner will explore the diverse and expanding regulatory environment of the health sector. Topics include compliance and privacy, the ethical responsibilities inherent in leading regulatory structures wtihin organizations, the specific laws that dictate privacy and compliance, as well as auditing, monitoring, and corrective action. Competency 10: The student will determine best practices for health care compliance and privacy programs. Competency 11: The student will analyze the impact of state and federal frameworks on compliance oversight and enforcement in a health care organization. Competency 12: The student will analyze a leader's role in ensuring ethical practices in a health care organization.
MHACB 515	Scanning the Health Sector as an Industry Expert	3	The learner will be able to identify emerging healthcare trends in areas such as systems, delivery, outcomes and quality, healthcare design, and population health. Topics include how to scan the environment, validate information, make decisions, and articulate solutions that are appropriate across diverse health care contexts. Competency 13: The student will analyze the impact of implementing Triple Aim goals in the health care industry. Competency 14: The student will analyze methods for driving change in a health care organization. Competency 15: The student will analyze the impact of innovation in health care organizations.
MHACB 516	Operating in Structure: Health Sector Policy and Governance	3	Students will examine how health policy and organizational governance informs systems and delivery of care, and identify the policies that should be adopted to implement industry trends. Topics include the influence of policy, interest groups, and stakeholders on the health status of a society, as well as how to cultivate effective governance systems within organizations, and the importance of risk-based policy and governance models in the health sector. Competency 16: The student will analyze strategies for changing health care policy. Competency 17: The student will analyze how state and federal health care policies and funding affect health care organizations and consumers. Competency 18: The student will analyze methods to meet the health care needs of various populations.

MHACB 520	Sector Stakeholders: Identifying and Cultivating Alliances	3	The learner will begin to identify networking opportunities within the health sector, both internally (i.e. industry associations, Boards of Directors) and externally (i.e. community, donors). Topics include objectively determining which relationships are vital to the organization, how to nurture relationships and manage transition, and maintain integrity to protect the organization. Competency 19: The student will determine benefits of establishing strategic alliances with internal and external stakeholders in the health care industry. Competency 20: The student will determine strategies for developing relationships with internal and external stakeholders in the health care industry. Competency 21: The student will determine personal brand identify as a leader in the health care industry.
MHACB 542	Leading with Authenticity in the Health Sector	3	The learner will begin to exemplify the traits of authentic and adaptive leadership in the context of the health sector. Topics include leading in complex environments (transparency, vulnerability, and servant leadership), modeling ethical decision making, creating and adjusting organizational culture, and meaningful collaboration. Competency 22: The student will analyze how complexity leadership strategies may be leveraged in the health care industry. Competency 23: The student will analyze the role of collaboration for health care leadership. Competency 24: The student will develop a personal health care leadership purpose statement.
MHACB 543	Tackling the Talent War in the Health Sector	3	Learners will respond to developing trends and insights across the health sector that inform workforce development and hiring. Topics include recruitment and retention strategies, succession planning, leadership strategies for a multigenerational workplace, embracing diversity, and considerations for positive morale and engagement. Competency 25: The student will determine strategies to improve health care workforce performance. Competency 26: The student will evaluate leadership strategies for diverse, multi-generational health care workforce. Competency 27: The student will determine health care succession planning strategies based on current trends.
MHACB 560	Creating a Sustainable Legacy: Healthy Communities	3	The learner will operationalize health care sustainability in three ways: personal legacy, organizational environment, and community development. Topics include sustainability in a health sector context, mentorship, board and association leadership, economic analysis and sustainability practice within organizations, and fostering community interactions. Competency 28: The student will determine strategies for health care sustainability initiatives. Competency 29: The student will determine strategies for engaging stakeholders in health care sustainability initiatives. Competency 30: The student will develop a sustainability plan for a health care facility.
MHACB 598	Leveraging Results to Build Brand in the Health Sector	3	Learners will examine strategies for successfully elevating the role of the health care organization through a well-defined "brand". Topics will include brand-as-promise, brand-as-experience, and brand-as-emotional connection, quality and outcomes, articulating the strategy, and engaging teams and leaders. Competency 31: The student will create a SBAR proposal to improve products and processes in health care organizations. Competency 32: The student will evaluate a health care organization. Competency 33: The student will develop communication strategies for a health care organization.
MHACB 599	Capstone: Leading the Organization Through Change	3	In this MHA capstone course, learners will synthesize previous coursework from the program to identify and address strategic opportunities for change and innovation specific to the health sector. Topics include entre/intrapreneurship, innovation, communication, transformation, and execution. Competency 34: The student will design a health care service for a community. Competency 35: The student will develop an organizational leadership plan. Competency 36: The student will create an SBAR proposal for a health care service.

MKT 353	Product and Brand Management	3	This course presents an analysis of product and brand management as it relates to the goods and services life cycle from conception to purchase. Upon completion of this course, students will be prepared to design and implement successful product and brand development strategies that deliver value to consumers.
MKT 421T	Marketing	3	This course develops an understanding of the complexities public and private organizations face in developing, establishing, and implementing marketing strategies in both domestic and international markets. Areas of study include: basic marketing concepts, marketing research, consumer behavior, branding, products/services, pricing, distribution channels, promotions, ethical marketing practices, global and multicultural marketing, and the technologies used throughout the marketing process.
MKT 431	Small Business Marketing	3	Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, developing effective pricing and advertising strategy.
MKT 435	Consumer Behavior	3	This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing strategy. Family and cultural factors that influence consumer behavior are considered as they relate to the development of marketing programs. Consumer decision-making processes are examined to develop marketing communications strategies. Tools are developed to measure the effect of consumer behavior theory in effective marketing strategies.
MKT 438	Public Relations	3	This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.
MKT 440	Fundamentals of Digital Marketing	3	This course provides a high-level view of the impact of technology on the marketing of goods and services. After completion of this course, students will be able to understand the structure of the Internet, compare and contrast strengths and weaknesses of various digital marketing tools, identify common terminology used in digital marketing, analyze ethical issues in public presentation of information, and evaluate the integration of digital media into a marketing plan.
MKT 443	Social Media Marketing	3	The course provides an opportunity for students to examine social networks, social media, and online advertising techniques. After completion of this course, students will be able to identify interactive marketing opportunities, understand the use of social media marketing on customer loyalty, apply social media tactics to the appropriate target market, and apply concepts of micropayments in social media setting.
MKT 446	Search Engine Optimization	3	This course will provide students with the tools to apply concepts used in search engine optimization. After completion of this course, students will be able to perform a competitive analysis, create a keyword strategy, design a website architecture, create a page-level strategy, develop a content and social media strategy to enhance a website's ability to be found, and identify techniques and tools that enhance search results across user interfaces.
MKT 449	Marketing Analytics	3	This course provides an overview of web analytics and diagnostic tools used to collect and analyze marketing data. Students will examine methods used to improve market penetration, brand recognition, customer loyalty, and overall marketing performance.
MKT 498	Integrated Marketing Strategy	3	This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.
MKT 544	Integrated Marketing Communications	3	This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 554	Consumer Behavior	3	This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.
MKT 562	Advanced International Marketing	3	This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.
MKT 574	Marketing: Social, Mobile, and Analytics	3	In this course, you learn to develop marketing strategies, consider how to communicate value to target markets, assess the importance of branding, and look at marketing practices through digital and social media lenses. Students will be able to apply industry knowledge to navigate digital marketing topics and evaluate impact.
MKT 593	Product Design and Development	3	In this content area capstone course, students design an innovative product or service that satisfies an unmet consumer need. Students use applied qualitative and quantitative research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, market research techniques, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.
MKT 711	Marketing and Managing the Customer Relationship	3	In this course, students develop models for economically viable businesses using both traditional tools and technology as marketing enablers. Topics include evaluating and summarizing the economic and societal factors, including ethics, that contribute to the success of a marketing strategy in a competitive environment. Outcomes include developing a strategic marketing plan and creating solutions and recommendations for global and entrepreneurial business marketing.
MKTCB 574	Marketing: Social, Mobile, and Analytics	3	In this course, you learn to develop marketing strategies, consider how to communicate value to target markets, assess the importance of branding, and look at marketing practices through digital and social media lenses. Students will be able to apply industry knowledge to navigate digital marketing topics and evaluate impact.
MPA 503	Public Administration Institutions and Processes	3	This course applies the tools available to UOPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will understand the relationship between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.
MPA 534	Leading Organizational Change in Public Administration	3	This course prepares students to lead change in the public administration arena. Students will apply leadership change theories congruent to the unique role of shared decision-making between officials in public and non-profit environments. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.
MPA 543	Data Analysis for Public Policy and Management	3	This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will collect and analyze primary and secondary data to measure effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pretesting, posttesting, correlation, and forecasting.
MPA 554	Finance in Public Administration	3	This course prepares students to apply the principles of economics to public administration. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include analyzing revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.

MPA 564	Budgeting in Public Administration	3	In this course students learn the accounting and budgeting tools and theories used in public administration. Students will analyze the relationship between public policy and the budget process. Other topics include budgetary decision making, basics of government and not-for-profit fiscal management, reporting, capital and operating expenditures, and inter-period equity.
MPA 573	Program Evaluation	3	This course prepares students to apply techniques to evaluate public sector programs. Students will be evaluating public sector programs using analytical tools. Other topics, at the state, county and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication and collaboration.
MPA 583	Public Policy Planning and Implementation	3	This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy- making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy alternative evaluation, and stakeholder conflicts.
MPA 593	Public Administration Applied Project	3	Students will utilize knowledge learned in the entire MPA program to develop a comprehensive applied public sector policy and implementation plan. It is highly encouraged that students develop a current project in partnership with an actual public sector leader in their organization.
MPA TM544	Leveraging Technology in Public Administration	3	This course prepares students to leverage technology in support of effective and efficient administration of government and non-profit entities. Students will apply technology concepts to enhance self-service tools and social media for citizens while providing data security and respecting privacy concerns. Other topics include accessibility, mobility, database interconnectivity, Internet, intranet and extranet, and data maintenance and retrieval.
MPH 510	Public Health Professional Practice	3	This course examines the historical and chronological milestones of the field of public health; provides an overview of the goals and guidelines for public health practice through the next decade; provides an evaluation of ethical choices, values and professional practices implicit in public health decisions; considers the effect of public health choices on community stewardship and highlights equity, social justice and accountability in decision-making processes.
MPH 520	Social and Behavioral Aspects of Public Health	3	This course focuses on concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. It addresses the behavioral, social and cultural factors related to individual and population health over the life-time. Research and practice in this area contributes to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations.
MPH 530	Epidemiology Concepts and Public Health Diseases	3	This course provides an introduction to the skills needed by public health professionals to critically interpret disease. The main concepts of this course will cover distributions and determinants of disease, disabilities, injury, and death in human populations. This course provides an opportunity for learners to apply epidemiology concepts to case studies.
MPH 540	Environmental and Occupational Health Management	3	This course provides a foundation to the ecological basis of health and disease. The application of the principles and framework of ecosystems in managing public health initiatives are addressed, including the social, biological, physical, and chemical factors that affect the health of organizations and communities. Hazardous agents found in occupational environments are reviewed for their potential health effects, and procedures for prevention of occupational illnesses and injuries are examined.
MPH 550	Public Health Statistics	3	This course focuses on the development and application of health statistics and reasoning; and will discuss methods of addressing, analyzing, and solving problems in public health. The collection, storage, retrieval, analysis and interpretation of health data, and the design and analysis of health-related surveys and experiments are central to the practice of health data analysis.

MPH 560	Public Health Systems and Services Administration	3	This course will introduce U.S. public health delivery systems and administration and management of these systems. Major components of administration and management principles within a health system or organization are examined, including the organization and financing of health care systems, access to health care, regulation and policy issues, and the health care workforce.
MPH 570	Public Health Policy and Leadership	3	This course examines public health approaches to improve health through policy change. Theoretical and practical applications of legislative advocacy in the area of health policy are explored, along with the implications of research on public health policy development. Learners will evaluate the collaborative efforts between community groups, institutions, and local and state-level governments to make sustainable changes for improved health outcomes.
MPH 600	Community Resiliency and Response Preparedness	3	This course examines the ability of a community to use its assets to strengthen public health and healthcare systems and to improve the community's physical, behavioral, and social health to withstand, adapt to, and recover from adversity. This course provides learners with opportunity to expand their knowledge beyond the traditional preparedness approach by creating actions that build readiness while also promoting strong community systems and addressing the many factors that contribute to health. Key preparedness activities are reinforced with resilience factors to improve everyday health, wellness, and community systems.
MPH 601	Public Health Promotion and Education	3	This course examines health education theories and practices. Learners are given opportunity to create goals and objectives and apply theories and models of instructional strategies. Learners will create units of instruction for community health settings and populations. Strategies that enhance health education and health promotion for special populations are emphasized.
MPH 602	Public Health Communication and Advocacy	3	This course is designed to provide learners with a critical understanding of the effects of media as a vehicle to promote and impede the achievement of public health goals. Learners will develop communication skills to use a variety of media strategies to advance public health policies and promote social change. Learners are provided with opportunity to advance their personal presentation and communication skills.
MPH 603	Race and Ethnicity Determinants of Health	3	This course examines how race, ethnicity, and health intersect; explores determining factors of health such as patterns in demography; social environmental factors such as social class, racial and spatial segregation; healthcare inequalities; and systemic racism in contributing to inequalities in health.
MPH 680	Community Health Leadership Experience I	3	This course will provide learners with an opportunity to apply the Community Health Leadership concentration competencies within a community health setting. In this first course of the two-part Field Experience, students should plan to complete approximately 100 of the total 200 required hours, including the following activities: submit an action plan and timeline in the first week; complete approval and tracking forms; submit a proposal of how the concentration competencies will be applied to their development of a capstone project and how this project will be implemented during MPH/690. Weekly student assignments throughout the course all contribute to the proposal due at the end of this course. Additionally, feedback received from faculty, peers, and the site supervisor each week will be integrated into the final product. A part of the student's grade on their project proposal will address how feedback received from all sources was incorporated.

MPH 690	Community Health Leadership Experience II	3	This course will provide learners with an opportunity to apply Community Health Leadership concentration competencies within a community health setting. In this second course of the two-part Field Experience, students are required to complete the remaining of the total 200 required hours of practicum work; complete tracking forms; complete a final summary report of practicum experience; evaluation of practicum experience; PowerPoint presentation of practicum experience; and a culminating project summary to include how the learner will utilize the practicum experience as part of their community health leadership portfolio or as a presentation at a public health conference or meeting.
MTE 001	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the teacher education program. Students will be introduced to the program's progression and degree completion requirements. Professional dispositions, clinical experience, clinical practice, My Time Log, teacher performance assessment, and technology resources will be discussed.
MTE 503	Orientation to Alternative Pathway Certificate	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and the Student Teacher Performance Assessment will be discussed.
MTE 507	Orientation to Teacher Education	0	This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program?s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 510	Professional Knowledge, Skills, and Dispositions	1	This course provides learners in the College of Education programs with strategies for academic success within the University of Phoenix adult learning model. Learners will apply written and oral communication principles to their roles as educators, examine research methods for finding and evaluating resources, and develop effective skills in collaboration and critical thinking in preparation for their program and workplace.
MTE 511	Child/Adolescent Growth, Development, and Learning	3	This course explores the range of issues that affect human development from birth through age 18. The focus of the course is on defining the various stages of child/adolescent growth and development and how they impact instructional practice and decisions in a K-12 environment. The influence of emotional, intellectual, psychological, social, and cultural factors on student learning are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.
MTE 512	Teaching the Exceptional Learner	3	This course provides an overview of the categories of exceptionality for school-aged learners with special needs. The teacher candidate will focus on expressive and receptive communication skills and the recognition of individual learning patterns to utilize for the planning, instruction, and assessment strategies of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
MTE 513	Evaluation and Data Literacy	3	This course focuses on utilizing effective assessment practices to guide instruction. The fundamentals of assessment, including standardized, formative, summative, and performance assessments and their uses will be discussed. Teacher candidates will effectively analyze and evaluate test and performance data in order to communicate data results ethically and determine learner needs. Additionally, the purpose, methods, and reporting of evaluations are explored.
MTE 516	Foundations of the Professional Educator	3	This course introduces teaching as both an art and a science. Teacher candidates will examine the historical foundations of education as well as current issues and trends. Candidates will reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.

MTE 517	Technology Integration for Educators	3	This course is designed to prepare educators to use technology to inform teaching and learning in middle and high school settings. Teacher candidates create and design effective, relevant, and engaging student learning outcomes across the content areas. Candidates incorporate technology-based instructional strategies into student-centered learning, applying industry standards and fair use guidelines. Educational technology integration and classroom use of digital tools and resources, software applications, and assessments are also examined.
MTH 110	History of Mathematics	1	This one-credit course introduces students to a survey of the history of mathematics, including the background of famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.
MTH 210	Fundamentals of Geometry	3	This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, tools of geometry, and to recognize geometry as an axiomatic system.
MTH 213	Mathematics for Elementary Educators I	3	This is the first course of a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214	Mathematics for Elementary Educators II	3	This is the second course in a two-part series designed for K-8 pre-service teachers to address a conceptual understanding of mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability, and data analysis.
MTH 215	Quantitative Reasoning I	3	In this course, you will learn important mathematical concepts that prepare you for success in future courses, your professional career, and your everyday life. You will review basic mathematical concepts, explore how to solve problems with shapes, and learn the principles of basic algebra in an environment that demonstrates how all these concepts are applied in the real world.
MTH 215T	Quantitative Reasoning I	3	In this course, you will learn important mathematical concepts that prepare you for success in future courses, your professional career, and your everyday life. You will review basic mathematical concepts, explore how to solve problems with shapes, and learn the principles of basic algebra in an environment that demonstrates how all these concepts are applied in the real world.
MTH 216	Quantitative Reasoning II	3	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 216T	Quantitative Reasoning II	3	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTH 217	Statistics I	3	Students collect, analyze, and interpret data as they examine the role of statistical analysis and statistical terminology. Students also apply appropriate statistical techniques and analytical reasoning in real-world problems to communicate logical arguments and models. The course topics includes probability, statistics, and quantitative reasoning.
MTH 218	Statistics II	3	Students apply elementary probability theory, descriptive and inferential statistics, and reasoning to real-world situations. The course embeds foundational skill into topics including probability, statistics, and reasoning.
MTH 219T	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTH 220T	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.

MTH 221	Discrete Math for Information Technology	3	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
MTH 280	Calculus I	4	This course is an introduction to differential calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine simple antiderivatives.
MTH 290	Calculus II	4	This course examines integral calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration. Students also examine the area function, Riemann sums, and indefinite integrals, and apply these to real-life problems. The course concludes with the Fundamental Theorem of Calculus.
MTH 360	Linear Algebra	3	This course provides a survey of the concepts related to linear algebra. Students examine the geometry of vectors, matrices, and linear equations, including Gauss-Jordan elimination. Students explore the concepts of linear independence, rank, and linear transformations. Vector spaces, bases, and change of bases are discussed, including orthogonality and the Gram-Schmidt process. In addition, students investigate determinants, eigenvalues, and eigenvectors.
MTH 380	Calculus III	3	This course builds on the concepts of presented in MTH/280 Calculus I and MTH/290 Calculus II. Students examine vectors in space, vector-valued functions, differential functions of several variables, multiple integration, and vector calculus. Applied concepts from physics and computer science are explored.
MTH 463	Applied Statistics	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. In addition, this course examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 535	Geometry	3	This course is designed for students to demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system. Students will apply theorems to evaluate various problems, analyze the properties of figures, and formulate equations utilizing geometric foundations.
MTH 540	Statistics	3	This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered in this course. It examines the role of statistical analysis, terminology, the appropriate use of techniques, and interpretation of statistical findings through the applications and functions of statistical methods.
MTH 575	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematical standards used to deliver content instruction in the area of mathematics to diverse learners. In addition, this course will provide teacher candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
MTHDA 215	Quantitative Reasoning I	3	In this course, you will learn important mathematical concepts that prepare you for success in future courses, your professional career, and your everyday life. You will review basic mathematical concepts, explore how to solve problems with shapes, and learn the principles of basic algebra in an environment that demonstrates how all these concepts are applied in the real world.

MTHDA 216	Quantitative Reasoning II	3	Students apply advanced quantitative reasoning skills to solve real-world problems. This course emphasizes modelling skills, statistical methods, and probability to create, analyze, and communicate solutions.
MTHDA 219	Introduction to College Algebra	3	This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MTHDA 220	College Algebra	3	This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.
MTHDA 221	Discrete Math for Information Technology	3	Discrete mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as sophisticated forms of counting (combinatorics, etc), set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.
NRP 507	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 507CA	Advanced Pharmacology	4	This course provides the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course integrates advanced clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. The practical application of important concepts used in clinical practice for patients across the lifespan is emphasized.
NRP 508	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 508CA	Health Policy and Role of the Advanced Practice Nurse	4	This course discusses the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice. Students examine the impact and evolution of role transition, certification, and professional activities. Health care changes and their impact on advanced practice nursing are addressed. The impact of health care policy, managed care, and concepts related to financial responsibility within health care delivery systems are examined. This course provides the health care professional with the necessary strategies to address ethical issues. Research principles applicable to advanced practice nursing are discussed and reinforced.
NRP 511	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.

NRP 511CA	Advanced Pathophysiology	4	This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is on physiological and biological manifestations and adaptive and maladaptive changes. The foundational knowledge gained in this course guides the management of primary care issues of the family and individual.
NRP 513	Clinical Applications of Theory and Research	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.
NRP 513CA	Clinical Applications of Theory and Research	4	This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory, nursing research, and nursing knowledge in professional environments.
NRP 531	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 531CA	Advanced Health Assessment I	4	This course emphasizes advanced practice history taking, physical examination, and documentation of those findings for clients across the lifespan. Students learn to develop a health problem list through the integration and interpretation of data obtained during the health history and physical assessment. This course also introduces students to medical billing and coding.
NRP 543	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.
NRP 543CA	Management of Pediatric and Adolescent Populations	4	This combined theory and clinical course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated. This course provides the health care professional with the necessary strategies to address ethical issues specific to pediatric and adolescent populations.

NRP 555	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 555CA	Adult and Geriatric Management I	4	This is the first of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 556	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 556CA	Adult and Geriatric Management II	4	This is the second of a two-part, combined theory and clinical course focuses on the management of common pathological conditions related to adult and geriatric patients, including implications for the individual and the family. The following body systems are addressed: circulatory, digestive, endocrine, integumentary, immune/lymphatic, musculoskeletal, nervous, renal/urinary, reproductive, and respiratory. Coding and billing are discussed. Theory, research, evidence-based guidelines, and clinical experiences guide prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated. This course provides the health care professional with the necessary strategies to address ethical issues specific to adult and geriatric patients.
NRP 563	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.

NRP 563CA	Management of Women's Health Issues	4	This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, and normal OB. Students develop a systematic approach to women's health issues based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families are explored. The management of pharmacological issues is addressed. This course provides the health care professional with the necessary strategies to address ethical issues specific to women's health issues.
NRP 571	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 571CA	Advanced Health Assessment II and Clinical Procedures	4	This course is a continuation of NRP/531CA: Advanced Health Assessment I and provides the theoretical foundation for common office procedures encountered in primary care. ECG, X-ray, spirometry interpretation, and diagnostic imaging, as well as minor surgery and orthopedic procedures are included. Selected skills are practiced under supervision during residency.
NRP 590	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NRP 590CA	Final Preceptorship	8	This course provides students with precepted clinical experiences. Business practices of the independent or semi-independent practitioner, including guidelines and regulations in the advanced practice role, are discussed. Students consolidate and refine their acquired skills in assessment and patient management in order to attain a level of competency and proficiency that will allow them to function in the nurse practitioner role. This course contains additional theory content across the lifespan. This course provides the health care professional with the necessary strategies to address ethical issues. Incorporation of research principles is reinforced throughout the course.
NSG 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidenced-based practice and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSG 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 416CA	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSG 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses ethical aspects of the professional nurse's role in healthcare delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.

NSG 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing heath care resources, assessing quality and risk in patient care, and decision-making models.
NSG 451CA	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing heath care resources, assessing quality and risk in patient care, and decision-making models.
NSG 456	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.
NSG 456CA	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidenced-based nursing practice. Topics include formulating research questions, collecting, summarizing, and interpreting data, and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.
NSG 468	Influencing Quality within Healthcare	3	This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSG 482	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course requires a minimum of 45 Direct Care Hours.
NSG 482CA	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California. This course requires a minimum of 45 Direct Care Hours.
NSG 486	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course requires a minimum of 45 Direct Care Hours.
NSG 486CA	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California. This course requires a minimum of 45 Direct Care Hours.
NSG 498	Senior Leadership Practicum	3	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NSG 501	Pathophysiology, Assessment Variables and Pharmacology I	3	This course presents an integrated approach to advanced pathophysiology, health assessment, and pharmacology in select patient populations. Collaboration and research are used to guide analysis and evaluation of pathological and pharmacological interventions.

NSG 502	Pathophysiology, Assessment Variables and Pharmacology II	3	This course presents theories and techniques for performing and documenting comprehensive health assessments across the life span. Topics include physiological, psychological, spiritual, sociocultural, and developmental variables of patients. This course requires 10 lab hours allowing students to demonstrate a complete health assessment.
NSG 506	Transition to Advanced Practice Nursing	3	This course will explore professional role development and interprofessional collaboration of advanced practice nursing. Selected theories and frameworks that guide nursing practice will be analyzed with emphasis on implications for nursing practice. The knowledge, skills and attitudes for the advanced practice nurse are based on AACN Essentials, including person centered care, use of evidence-based guidelines, professional development, quality improvement, safety, and informatics. The course content is designed to align to the specialized advanced nursing practice role.
NSG 507	Social Justice and Information Systems for Population Health	3	This course explores the influence of health disparities and promotion of health equity through advocacy for diverse populations. Advanced analysis and evaluation of theories, concepts, and methods related to health equity and disparity, will be examined. The use of technology and informatics will provide data to analyze the relationship between health outcomes and economics, class, gender, sex, sexuality, race, and ethnicity at the advanced practice nurse level. Emphasis is on assessment of the social determinants of health and practitioner-patient interactions related to health outcomes.
NSG 508	Leadership and Policy Development	3	This advanced leadership course focuses on the theories and practical application of leadership and healthcare policy for complex healthcare organizations. Special emphasis is placed on organizational leadership and health policy competencies that are needed for nurses to succeed as advanced practice nurse providers, educators, leaders, and managers in today's local, state, national and international health care and/or public health environment. The course content includes identifying emerging issues and the use of innovation and interprofessional relationships to meet ongoing challenges in the healthcare organizational environment.
NSG 509	Research and Applied Statistics for Quality Improvement	3	This course focuses on the integration and application of knowledge into practice. Course content will include research design, statistical methods, and strategies used to facilitate translation of evidence into practice. The Advanced Practice Nurse requires the knowledge to independently search for, review, appraise, and synthesize research literature of particular interest to nursing practice. Students will be prepared to recommend practice changes at the individual and population level on the strength of the evidence.
NSG 513	Inter-Professional Leadership and Management	3	This course integrates the principles, theories, and models of leadership used in advanced nursing roles. A key focus is determining one's personal identity as a nurse leader. Topics include complexities in health delivery systems, leadership in the current health care environment, and the future of nursing.
NSG 514	Health Law, Policy, Ethics, and Global Trends	3	This course examines the influences of payer sources and regulation on health care policy, the ethical allocation of resources, and how economics impacts health care access. Exploration of global health trends broadens the nurse leader's awareness of ethical and economic influences on health issues.
NSG 516AD	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.

NSG 516ED	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.
NSG 516IN	Practicum I	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.
NSG 517AD	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.
NSG 517ED	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.
NSG 517IN	Practicum II	3	The capstone experience for the Master of Nursing programs is offered through a set of two courses NSG/516 and NSG/517. Each course is 3 credits and requires a minimum of 30 direct clinical hours. Together, these courses guide the student through the following stages of the practicum project: safety and/or advocacy assessment, development plan, implementation, evaluation, and dissemination. This course prepares the graduate to lead change to improve quality outcomes, work collaboratively across interprofessional teams, navigate and integrate care services across the healthcare system, design and innovate nursing practices, and translate evidence into clinical practice.
NSG 518AD	Practicum	4	This course reflects the culmination of advanced nursing education to synthesize knowledge and skills acquired throughout the MSN Program. The Practicum for the Master of Nursing programs is offered in the NSG/518AD course. This course is 4 credits and requires a minimum of 15 direct and 45 indirect clinical hours. The practicum experience requires the student to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based research to practice. Students will achieve the MSN program outcomes and competencies related to the AACN 2011 The Essentials of Master's Education in Nursing and to the AACN 2021 The Essentials: Core Competencies for Advanced Professional Nursing Education.

NSG 518ED	Practicum	4	This course reflects the culmination of advanced nursing education to synthesize knowledge and skills acquired throughout the MSN Program. The practicum experience requires the student to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based research to practice. Students will achieve the MSN program outcomes and competencies related to the AACN-The Essentials-Core Competencies for Advanced Professional Nursing Education.
NSG 518IN	Practicum	4	This course reflects the culmination of advanced nursing education to synthesize knowledge and skills acquired throughout the MSN Program. The practicum experience requires the student to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based research to practice. Students will achieve the MSN program outcomes and competencies related to the AACN-The Essentials-Core Competencies for Advanced Professional Nursing Education.
NSG 521	Advanced Pathophysiology	3	This course focuses on the interrelationship between physiology and pathophysiology affecting wellness and disease states across the lifespan. Advanced practice nurses use this knowledge to understand how and why the symptoms and signs of various conditions appear, interpret changes in normal functions that indicate illness, and identify disease prevention strategies. This course serves as the foundation for clinical reasoning skills used for the advanced practice role.
NSG 522	Advanced Pharmacology	3	This advanced course fosters an in-depth understanding of pharmacological principles based on evidenced-based guidelines, cultural, socioeconomic, and legal influences and strengthens the ability to use and apply this information across the lifespan. The physiological, biochemical, and anatomical considerations for safe medication administration, including the interaction of drugs and chemicals with body systems, will be presented. Over the counter and complementary and alternative medications will be discussed for certain disease states.
NSG 523	Advanced Health Assessment	3	Advanced Health Assessment builds upon previous health assessment experience to provide the foundation for advanced roles in nursing. This course focuses on comprehensive physical assessment which includes in-depth health history, physical and psychological signs and symptoms, and psychosocial and cultural characteristics of the individual, family, and community. Advanced practice nurses use refined communication and assessment skills to adequately gather pertinent information and employ critical thinking skills in clinical decision-making.
NSG 531	Program and Course Development	3	Nurse educators are responsible for creating programs and courses for diverse settings while aligning to multiple regulations and standards for nursing education. Completing a needs assessment and developing effective programs and courses through a systematic framework is critical. Learners will evaluate instructional methods and theories for teaching and learning and will differentiate between the strategies used to develop, implement, and evaluate educational programs.
NSG 532	Innovative Curriculum Design	3	Developing curriculum that aligns to the program's mission, standards, and outcomes is important in creating an effective program. Delivering curriculum to a diverse population in an organized fashion, taking into consideration the best modality for delivery, promotes engagement and critical thinking skills. Learners will analyze current trends and issues in curriculum design, evaluate innovations and technologies used to develop engaging curriculum, and determine best practices for course improvement.

NSG 533	Educational Assessment and Evaluation	3	Nurse educators count on reliable and valid information to evaluate the effectiveness of an educational program. Thoughtful creation of evaluation tools that align to an educational taxonomy is an important step in order to obtain qualitative and quantitative data that informs the nurse educator about how well learners are performing. Communicating assessment and evaluation results to others, and gaining their input, provides the nurse educator the opportunity to make curricular improvements based on stakeholder feedback. Learners will evaluate assessment methods used to measure performance and improve educational programs, and develop a communication strategy to share results with stakeholders.
NSG 534	Facilitating Engaged Learning	3	Nurse educators use instructional design approaches to build effective courses with engaging activities and assignments. Creating interesting and innovative materials for learners and faculty is critical for learning success. Using technologies in the classroom, regardless of the delivery modality, provides learners and faculty with the most up-to-date educational resources available. Learners will analyze the systematic model of analysis, design, development, implementation, and evaluation to create instructional products and solutions.
NSG 536	Practicum Elective I	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a second practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 537	Practicum Elective II	3	This course provides the nursing informatics student the opportunity for the application of knowledge and skills to a third practicum project. There are 75 practicum hours required in the course. These additional practicum hours are to assist the nursing informatics student in partially meeting the national certification eligibility requirements of faculty-supervised practicum hours in informatics nursing. The practicum hours must be focused on a nursing informatics project that will advance knowledge and skill to prepare the student for practice in informatics.
NSG 541	Data Analysis and Management	3	The course challenges the student to manage data generated from the electronic health record. Data management may require recommendations for additional data or how to sort current data to obtain information necessary for comprehensive analysis which supports quality initiatives, risk management, or data trends.
NSG 542	Information Workflow	3	This course requires the student to define patterns of workflow in order to manage data. There is a necessity to knowing what data will be needed by various departments within the organization. The student will demonstrate the ability to develop a plan for data distribution.
NSG 543	Database Management	3	This course engages the student in management of databases to develop forms, tables, reports and queries. Database models will be explored. Data mining techniques will be explored to discover new knowledge that may be hidden in the stored data. Query will explored as a tool to manipulate data.
NSG 544	Evaluation and Application of Information	3	This course explores the use of data for the purposes of strategic planning, reimbursement, rules and regulations, accreditation, and disease surveillance. Measures to assure data quality and validity will be explored.
NSG 547	Human Resources Management	3	This course focuses on the nurse administrator's role for supervising the nursing personnel and support staff. The topics covered are common to nurse administrators. They include: responsibilities for recruitment, scheduling, counseling, coaching, mentoring, developing and evaluating nursing staff and support personnel. The legal implications surrounding interviewing, hiring, managing and terminating employment will also be explored.

NSG 557	Organizational Dynamics and Systems Thinking	3	This course focuses on organizational effectiveness, systems management. The role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery Principles and models of change will be explored.
NSG 567	Financial Resources Management in Health Care	3	This course engages the student in the processes of budget preparation, analysis, and monitoring. These processes are essential for analyzing the financial performance of an organization, service, or system. Emphasis is placed upon the use of resources to support organizational mission and strategic vision.
NSG 577	Continuous Quality Monitoring and Outcomes Improvement	3	This course focuses on identification of quality markers within health care. The learner will utilize data to support development and evaluation of performance measures. The many variables which impact quality will also be considered.
NSGCB 302	Professional Contemporary Nursing Role and Practice	3	This course introduces the College of Nursing's philosophical framework for professional practice and the baccalaureate role of the nurse as practitioner, leader, and educator. Topics include critical thinking, clinical judgment, collaboration and communication skills, evidence-based practice, and professional values and responsibilities. A key focus is introducing students to professional nursing and behaviors necessary for professional accountability.
NSGCB 416	Theoretical Development and Conceptual Frameworks	3	This course focuses on behaviors, attitudes, and values necessary for theory-based professional nursing practice. The roles of baccalaureate nurses are presented within the frameworks of Watson's theory of human caring and Benner's theory of novice to expert.
NSGCB 426	Integrity in Practice: Ethic and Legal Considerations	3	This course addresses legal and ethical aspects of the professional nurse's role in health care delivery and management. Topics include ethical and legal principles, ethical decision-making, standards of care, scope of practice, state Nurse Practice Acts, and Code of Ethics.
NSGCB 451	Professional Nursing Leadership Perspectives	3	This course analyzes the role of the contemporary nurse as a leader and manager in the profession and health care industry. Topics include managing heath care resources, assessing quality and risk in patient care, and decision-making models.
NSGCB 456	Research Outcomes Management for the Practicing Nurse	3	This course emphasizes the role of research outcomes in evidence-based nursing practice. Topics include formulating research questions; collecting, summarizing, and interpreting data; and understanding the elements of research design. The key concept is the role of nursing in research analysis for improving practice environments and patient outcomes.
NSGCB 468	Influencing Quality within Healthcare	3	This course examines quality management processes, functions, and tools that improve health care systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality & Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.
NSGCB 482	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course requires a minimum of 45 Direct Care Hours.
NSGCB 482C	Promoting Healthy Communities	3	This course addresses the role of nursing in community and public health. Topics include theories and models of community and public health nursing, diversity, advocacy, family and community assessment, and health education. A key focus is evidence-based health promotion and preventive care of individuals, families, and communities. This course is designed for residents of the state of California. This course requires a minimum of 45 Direct Care Hours.
NSGCB 486	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course requires a minimum of 45 Direct Care Hours.

NSGCB 486C	Public Health: Health Promotion and Disease Prevention	3	This course explores public and global health issues relevant to professional nursing practice. Topics include social responsibility and determinants of health, epidemiology, disease prevention and health promotion for at-risk populations, and national and global health organizations. A key focus is the application of evidence-based public health principles. This course is designed for residents of the state of California. This course requires a minimum of 45 Direct Care Hours.
NSGCB 498	Senior Leadership Practicum	3	In this capstone course, students integrate and synthesize the content and experiences from all nursing courses into a final leadership project.
NTC 248T	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTC 260	Foundations of Cloud Services	3	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTC 300	Cloud Technologies	3	This course will provide the knowledge and skills required to understand foundational and advanced cloud terminologies/methodologies; to implement, maintain, and deliver cloud technologies and infrastructures (e.g., server, network, storage, and virtualization technologies); and to understand aspects of IT security and use of industry best practices related to cloud implementations.
NTC 302	Network Web Services	3	This course covers Network Web Services with a specific focus on Amazon Web services (AWS CCP). The course will help an IT professional gain knowledge and skills necessary to effectively demonstrate an overall understanding of the AWS Cloud, independent of specific technical roles.
NTC 304	Cloud Developing	3	This course provides an introduction to developing on Amazon Web Services (AWS). Covering foundational knowledge on how to configure, develop, deploy and debug secure cloud-based applications using AWS. Designed to help students gain technical expertise in development using cloud technologies, this course prepares students to take the AWS Certified Developer - Associate level AWS Certification exam.
NTC 306	Cloud Operations	3	The course will show students how to create automatable and repeatable deployments of networks and systems on AWS and covers specific AWS features and tools related to configuration and deployment. Students will learn how some AWS customers design their infrastructures and implement various strategies and services. Students will build a variety of infrastructures via guided, hands-on activities.
NTC 324	Windows Server Configuration	3	This course provides students with the knowledge and skills necessary to install and configure Windows Server. The course covers server installation and configuration, server virtualization configuration, and maintaining and monitoring server environments.
NTC 326	Administering Windows Server	3	This course provides students with the knowledge and skills necessary to administer Windows Servers. The course covers Server Maintenance, Print and File Services Configuration, Managing Network Services, Server Policy Infrastructure, and Managing Directory Services & Group Policy.
NTC 328	Advanced Windows Services	3	This course provides students with the knowledge and skills necessary to configure advanced Windows services. The course covers High Availability, Server File and Storage, Business Continuity, Advanced Network Services and Directory Infrastructure & Access Solutions.

NTC 361	Network and Telecommunications Concepts	3	This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.
NTC 362	Fundamentals of Networking	3	This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Network routing, switching, and Wi-Fi are covered. Also covered in this course is an introduction to the OSI model, the TCP/IP model, basics of wireless communications standards, and network security.
NTC 364	Network Technologies	3	This course provides comprehensive information and foundational knowledge about core Cisco technologies, helping you implement and administer Cisco solutions.
NTCDA 248	Foundations of Networking	3	This foundational course covers networking basics. In this course, you will learn about network architecture, including network infrastructure implementation, addressing schemas, routing, unified communications, and cloud computing. Understanding computer networks and network components is essential for any IT professional. This course covers the objectives for the CompTIA Network+ certification exam.
NTCDA 260	Foundations of Cloud Services	3	This course introduces practices in cloud infrastructure and services. Covered are a cloud computing model, layers of cloud computing, and functions of cloud computing. Included are fundamental layers of cloud infrastructure: physical, virtual, control, orchestration, and service. Also included are cross-layer functions of cloud infrastructure: business continuity, security, and service management.
NTCDA 300	Cloud Technologies	3	This course will provide the knowledge and skills required to understand foundational and advanced cloud terminologies/methodologies; to implement, maintain, and deliver cloud technologies and infrastructures (e.g., server, network, storage, and virtualization technologies); and to understand aspects of IT security and use of industry best practices related to cloud implementations.
NTCDA 362	Fundamentals of Networking	3	This course provides a foundation in basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and cloud-based technologies are covered. Also covered in this course are an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.
ONL 507	Digital Citizenship for Educators	3	The primary focus of this course is to explore the foundations and elements of digital citizenship. Participants examine the planning and implementation phases of a comprehensive digital citizenship program. Emphasis is placed on lesson planning, developing and integrating digital citizenship lessons, modeling digital citizenship behaviors, and discovering how digital citizenship extends beyond the classroom with real world functions and authentic applications.
OPS 330T	Strategic Operations and Logistics	3	Strategic operations and logistics are key to maximizing value, minimizing costs, and ensuring efficient process management. This course covers enterprise resource planning and continuous improvement processes used in workflow management, process integration, inventory and supply-chain management, data analysis, business forecasting, optimization, and quality improvement.
OPS 350	Operations Management	3	This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services. Topics include quality management, process design, capacity management, materials management, and project management.
OPS 385	Lean Six Sigma and Process Management	3	This course introduces students to Lean Six Sigma, the art and science of designing, controlling, and improving processes. This course prepares students to understand how value-added processes work and then proactively manage them to create customer value.

OPS 395	Purchasing and Procurement	3	This course addresses the relationship between supply chain management and procurement processes. Students will address procurement from a strategic perspective as well as at the operational level.
OPS 405	Enterprise Resource Management	3	The course provides an overview of Enterprise Resource Planning (ERP), which will integrate all facets of the business, including planning, manufacturing, sales, customer service, finance, and accounting. Topics include business process integration, inventory management, master scheduling, and material and capacity planning.
OPS 410	Logistics Management	3	This course introduces students to critical value-added activities that comprise logistics systems -specifically, transportation, warehousing, forecasting, and inventory. This course prepares students to make decisions across these activities to assure the efficient and timely movement and storage of goods and services across the supply chain to deliver an outstanding customer experience.
OPS 425	Project Management in Supply Chain Management	3	This course introduces students to the knowledge, skills, and tools so that they can successfully manage the diverse large-scale, unique projects encountered daily in managing today's global supply chain environment. Types of projects covered include new product development, social responsibility, technology adoption and implementation, risk mitigation, and customer value-creation projects.
OPS 445	Strategic Supply Chain Design and Collaboration	3	This course prepares students to design, build, and manage winning supply chain organizations and networks. Students will leverage analytical and creative skills to identify supply chain partners and cultivate an environment that enables them to work together effectively.
OPS 574	Creating Value Through Operations	3	This course examines the potential trade-offs between efficiency and effectiveness. Topics include process analysis and improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will examine supply chain workflows focusing on performance improvement across organizations.
OPSCB 574	Creating Value Through Operations	3	This course examines the potential trade-offs between efficiency and effectiveness. Topics include process analysis and improvement, supply chain management, and strategic operations decision-making to solve business challenges. Students will examine supply chain workflows focusing on performance improvement across organizations.
ORG 535	People and Organizations	3	This course provides students with the interpersonal skills needed to motivate people in the workplace and the human resources skills necessary to manage group dynamics and create synergy among group members. The course will help to develop high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.
ORG 716	Organizational Theory and Design	3	This course evaluates research on issues that organizations face in optimizing organizational performance. Students will gain insight on organizational theory and leadership, organizational behavior and globalization, people systems, and emerging trends and issues in organizations.
ORG 721	21st Century Issues in Organizational Behavior II	3	The focus of this course is on human behavior in 21st century global organizations and the practices and systems that encourage or impede effective performance. Students will engage in cutting edge thinking on emerging topics in organizational behavior and development and learn practical methods for analyzing, understanding, and improving individual, team, and organizational performance.
ORG 726	The Impact of Technology on Organizations	3	In this course, students evaluate the relationships among technology, structure, and behavior to inform strategic organizational decisions. In addition, students assess the benefits and challenges surrounding technology integration and develop implementation strategies to strategically manage and promote organizational performance.

ORG 727	Organizational Diagnosis and Intervention	3	Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.
ORGCB 535	People and Organizations	3	This course provides students with the interpersonal skills needed to motivate people in the workplace and the human resources skills necessary to manage group dynamics and create synergy among group members. The course will help to develop high commitment and productivity from people and groups through awareness of one's own values, behaviors, and decision-making tendencies.
PHL 310CA	Critical Thinking Across Disciplines	3	This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem-solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.
PHL 736	Political Acumen and Ethics	3	This course will provide students with the tools leaders need to address current and future impacts on business and society. Students will examine methods used to influence organizational change toward proactively addressing risk factors such as political, legal, regulatory, and governmental requirements. The course will focus on understanding how business leaders can change, strengthen, and transform their organizations. Topics include corporate social responsibility, organizational and community involvement, and attaining and maintaining American corporate ethical standards in local and global environments.
PHY 101	Fundamentals of Physics	3	This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics. Students will apply these principles using practical examples, facilitated discussions, and experiments.
PHY 201	General Physics I with Laboratory	4	This is the first part of a two-part survey of general physics with integrated laboratory recommended for students majoring in a science other than physics, including students of premedical programs. Topics include kinematics and dynamics of particles; momentum, work, and energy; gravitation; circular, angular, and harmonic motion; mechanical and thermal properties of solids, liquids, and gases; heat and thermodynamics.
PHY 202	General Physics II with Laboratory	4	This is the second part of a two-part survey of general physics with integrated laboratory recommended for students majoring in a science other than physics, including students of premedical programs. Topics covered include electricity and magnetism, optics, atomic and nuclear physics.
PM 300	Project Management Principles and Standards	3	This course provides an overview of the standard for project management, with a focus on project management principles and guidelines for strategic development, decision making, and problem solving. Students will examine contexts, factors, and functions related to value delivery, governance, project environments, and product management.
PM 310	Project Planning and Performance	3	This course provides an overview of project planning and performance, with a focus on stakeholders, teams, development approach and lifecycle, and planning performance domains.
PM 340	Project Delivery and Measurement	3	This course provides an overview of project delivery and measurement, with a focus on project work, delivery, measurement, and uncertainty performance domains.
PM 350T	Organizational Project Management	3	This course provides an overview of project management concepts, phases, and methodologies used to optimize complex, organizational processes. Students will evaluate communication, leadership, financial, and operational practices that are used in support of strategic business initiatives.
PM 360	Models, Methods, and Artifacts	3	This course explores models, methods, and artifacts commonly used in the management of projects. Students will have the opportunity to apply a variety of models, methods, and artifacts across performance domains to support project requirements.

PM 400	Agile Management and Tailoring	3	This course examines tailoring practices used to adapt project management approaches, governance, and processes to individual project needs. Students will also review agile methodologies used to improve collaboration, performance, and responses to change within various project phases.
PM 490	Project Management Capstone	3	The project management capstone provides students with an opportunity to apply project management principles and methodologies in the completion of projects that deliver value and support a variety of organizational needs.
PM 570	Projects, Programs, and Portfolios	3	This course covers best practices needed to lead a project, and a project team, through the project lifecycle to meet strategic organizational objectives. Additional topics include effective program management, portfolio management, and business value delivery.
PM 583	Organizational Transformation and Governance	3	This course covers principles of organizational governance, strategic development, and transformation. Topics include change management principles and the alignment of projects and teams with organizational needs.
PM 585	Project Scheduling and Value Management	3	This course provides an overview of strategic planning, development, monitoring, controlling and communication tactics used in project scheduling. Students will examine tools and artifacts used in project management with a focus on Work Breakdown Structure (WBS), project estimation, project requirements, and earned value analysis (EVA).
PM 587	Project Risk Management and Quality Assurance	3	This course involves the identification and assessment of project risk. Students will evaluate potential risks and develop potential responses to mitigate external threats and internal workflow issues. Topics include the management of organizational complexity and benefits realization.
PM 591	Agile Project Management	3	This course evaluates agile approaches and tailoring methods used to manage teams, projects, programs, and portfolios to improve value delivery.
PMH 501	Neuropsychiatric Disorders	4	Building on diagnostic skills learned in Advanced Health Assessment, this course focuses on the etiology and epidemiology of selected neurological and psychiatric disorders and the assessment and diagnosis of common clinical variations in the presentation of adults and children with mental illness.
PMH 501CA	Neuropsychiatric Disorders	4	Building on diagnostic skills learned in Advanced Health Assessment, this course focuses on the etiology and epidemiology of selected neurological and psychiatric disorders and the assessment and diagnosis of common clinical variations in the presentation of adults and children with mental illness.
PMH 502	Neuropsychiatric Pharmacology	4	Presents advanced concepts of the neuropathophysiology of mental illness, and the pharmacokinetics and pharmacodynamics of drugs used in the treatment of individual patients diagnosed with one or more mental disorders across the lifespan.
PMH 502CA	Neuropsychiatric Pharmacology	4	Presents advanced concepts of the neuropathophysiology of mental illness, and the pharmacokinetics and pharmacodynamics of drugs used in the treatment of individual patients diagnosed with one or more mental disorders across the lifespan.
PMH 503	Psychotherapy For Individuals, Families, And Groups	4	The course builds upon previous courses and focuses on psychotherapeutic interventions and theories that are utilized by the advanced practice psychiatric nurse in planning, implementing and evaluating the care of adults and children with mental disorders. The clinical component focuses the nurse practitioner student on primary assessment and diagnostic skills needed to determine the appropriate individual, family, and/or group therapy for the care of adults and children with neuropsychiatric/mental disorders.

PMH 503CA	Psychotherapy For Individuals, Families, And Groups	4	The course builds upon previous courses and focuses on psychotherapeutic interventions and theories that are utilized by the advanced practice psychiatric nurse in planning, implementing and evaluating the care of adults and children with mental disorders. The clinical component focuses the nurse practitioner student on primary assessment and diagnostic skills needed to determine the appropriate individual, family, and/or group therapy for the care of adults and children with neuropsychiatric/mental disorders.
PMH 504	Psychiatric Management Of Adult And Geriatric Patients	4	The course builds upon previous courses with an emphasis on the differential diagnosis of and interventions for the care of adult and geriatric patients with psychiatric symptoms. The clinical component focuses the nurse practitioner student on the primary assessment and diagnostic skills needed to determine the appropriate therapeutic interventions for adults and geriatric patients with neuropsychiatric/mental disorders.
PMH 504CA	Psychiatric Management Of Adult And Geriatric Patients	4	The course builds upon previous courses with an emphasis on the differential diagnosis of and interventions for the care of adult and geriatric patients with psychiatric symptoms. The clinical component focuses the nurse practitioner student on the primary assessment and diagnostic skills needed to determine the appropriate therapeutic interventions for adults and geriatric patients with neuropsychiatric/mental disorders.
PMH 505	Psychiatric Management Of Children And Adolescents	4	The course builds on previous courses and has an emphasis on the differential diagnosis of and interventions for the care of children and adolescents with psychiatric symptoms. The clinical component focuses the nurse practitioner student on primary diagnostic and assessment skills needed to determine appropriate therapies for children and adolescents with neuropsychiatric/mental disorders.
PMH 505CA	Psychiatric Management Of Children And Adolescents	4	The course builds on previous courses and has an emphasis on the differential diagnosis of and interventions for the care of children and adolescents with psychiatric symptoms. The clinical component focuses the nurse practitioner student on primary diagnostic and assessment skills needed to determine appropriate therapies for children and adolescents with neuropsychiatric/mental disorders.
PMH 506	Psychiatric Mental Healthcare Across The Life Span	8	The course builds on previous courses and has an emphasis on the care of patients with psychiatric symptoms across the lifespan (i.e., children, adults, and geriatric). The clinical component focuses the nurse practitioner student on primary diagnostic and assessment skills needed to determine appropriate therapies for patients with neuropsychiatric/mental disorders.
PMH 506CA	Psychiatric Mental Healthcare Across The Life Span	8	The course builds on previous courses and has an emphasis on the care of patients with psychiatric symptoms across the lifespan (i.e., children, adults, and geriatric). The clinical component focuses the nurse practitioner student on primary diagnostic and assessment skills needed to determine appropriate therapies for patients with neuropsychiatric/mental disorders.
POL 115	American National Government	3	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.
POL 215	State and Local Political Processes	3	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political, and public policy challenges.
POLDA 115	American National Government	3	This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes, such as the nature and scope of governance, democracy, and patterns of political behavior.
POLDA 215	State and Local Political Processes	3	This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political, and public policy challenges.

POS 355	Introduction to Operating Systems	3	This course provides an introduction to Operating Systems. Topics covered include Operating System concepts, program execution, and Operating System internals such as memory, processor, device, and file management. A variety of Operating Systems are compared and contrasted.
POS 408	.NET I	3	This course introduces C# development in the context of developing business applications. Students develop the knowledge and skills necessary to produce event-driven programs using Microsoft Visual Studio for the .NET environments. Topics include writing a C# program, variables and expressions, flow control, debugging error messages and programing in the .NET environment.
POS 409	.NET II	3	This course is an advanced study of the C# programming language in the .NET platform. It covers topics around managing program flow, creating and using types, implementing data access, debugging applications and implementing security.
PRG 211	Algorithms and Logic for Computer Programming	3	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course covers procedural programming concepts, including data types, controls structures, functional decomposition, arrays, files, classes, and objects.
PRG 211T	Algorithms and Logic for Computer Programming	3	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object-oriented computer programs to address the problem-solving requirements associated with business information systems. This course covers procedural programming concepts, including data types, controls structures, functional decomposition, arrays, files, classes, and objects.
PRG 218	Introduction to C/C++	3	This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming languages are used to produce simple computer programs.
PRG 310	Programming in Python	3	This course provides an introduction to the Python programming language. Students will review the function and use of variables, data types, lists, tuples, functions, classes, files, exceptions, search/sort algorithms, memory management, and code testing. Additional topics may include Integrated Development Environments (IDEs), data visualization, global data sets, and Web Application Programming Interfaces (APIs).
PRG 315	R for Data Science	3	This course provides an overview of R, which is a programming language commonly used for data science, statistical analysis, and data visualization. Topics include syntax, variables, operators, functions, data structures, statistical data sets, and graphical presentation.
PRG 330	Cloud Programming	3	This course covers concepts related to programming in AWS. Students learn about the services required to develop an application using AWS. Students learn concepts in storage, networking services, and how the different services in AWS can be used in the software development process. Students gain hands on experience with the AWS Management Console.
PRG 410	C++Programming I	3	This course introduces the student to C++. Topics include C++ basics, selection and repetition structures, arrays, and functions. There is also an introduction to object oriented concepts in C++.
PRG 420	Java Programming I	3	This course is a study in Java programming. It covers topics around Java programming, variables, expressions, using branches and loops, storing data in arrays and using methods.
PRG 421	Java Programming II	3	This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications, the use of data files and other advanced topics.
PRG 430	Programming Project Capstone: Web or Cloud Application	3	In this hands-on project course, students use Python or Java skills to develop an application for web or cloud.

PRGDA 211	Algorithms and Logic for Computer Programming	3	This course provides students with a basic understanding of programming development practices. Concepts covered include the application of algorithms and logic to the design and development of procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts, including data types, controls structures, functional decomposition, arrays, files, classes, and objects.
PSY 110	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSY 203T	Foundations of Psychology	3	This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.
PSY 205T	Life Span Human Development	3	This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.
PSY 250	Psychology of Personality	3	In this survey course, students will explore the fundamentals of personality psychology. This course investigates the primary personality theories that provide insight into human behavior. Students will learn about key ideas that have shaped understanding of personality and how these theories apply in real life.
PSY 275	Introduction to Abnormal Psychology	3	This course introduces the study of major psychological disorders as defined in the DSM 5, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.
PSY 301	Emotional Intelligence	1	This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others in such a way as to maximize individual success in life as a functioning human being and member of society. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.
PSY 315	Statistical Reasoning in Psychology	3	This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.
PSY 335	Research Methods	3	This course covers the fundamentals of research and evaluation in the field of psychology. Topics include critical analysis of research literature, quantitative methodologies, and an introduction to qualitative methods. Emphasis will be placed on understanding connections between research design, theories, and the application of results in psychology. Legal and ethical issues pertaining to research with human subjects will also be covered.

PSY 340	Biological Foundations in Psychology	3	This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.
PSY 345	Sensation and Perception	3	This course is designed to explore the five major human sensory systems (vision, hearing, smell, touch, and taste) and perceptual experiences related to these senses as they occur in the human brain. The course examines the anatomical, physiological, and neural connections that influence sensation and perception. Emphasis will be placed on theories and concepts of sensation and perception as a means of understanding human behavior.
PSY 355	Motivational Processes in Human Psychology	3	This course examines theories and research results pertaining to the structures (self-, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self- and person perception.
PSY 360	Cognitive Psychology	3	This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.
PSY 390	Learning and Cognition	3	This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.
PSY 400	Social Psychology	3	This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
PSY 405	Theories of Personality	3	This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.
PSY 410	Abnormal Psychology	3	This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.
PSY 420	Theories of Behavior	3	This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of psychology. Topics to be covered include conditioning, social learning, and philosophical and historical antecedents of behaviorism. The environmental influences of behavior, to understand the antecedent-consequence link and functions of behaviors, will also be covered. An emphasis will be placed on behavior-analytic strategies in a variety of settings including business and industry, education, and health and human services.

PSY 435	Industrial/Organizational Psychology	3	This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.
PSY 450	Diversity and Cultural Factors in Psychology	3	A study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.
PSY 460	Environmental Psychology	3	In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.
PSY 475	Psychological Tests and Measurements	3	This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480	Elements of Clinical Psychology	3	This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.
PSY 490	Capstone Course in Psychology	3	This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
PSYCH 599	Foundations of Graduate Study in Psychology	3	This course prepares students for academic and professional success in graduate-level psychology. Students will explore historical and foundational concepts of psychology while enhancing their oral and written communication skills. Topics also include critical thinking, stress and time management, and collaborative processes.
PSYCH 600	Developmental Psychology	3	This course examines the biological and environmental influences on human development across the lifespan. Students will study of the relationship between behavior, emotion, and cognition on the one hand, and the brain function on the other from Childhood to Adulthood. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age.
PSYCH 610	Research Methods in Psychology	3	This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically read and evaluate psychological studies and apply their knowledge of research design and methodology to a variety of problems and issues in the field of psychology.

PSYCH 614	Social Psychology	3	This course examines how situations and the environment influence our thoughts, feelings, and behaviors. Students will learn about the social psychological concepts such as attitudes, conformity, social conditioning, cognition, and influence.
PSYCH 620	Multicultural and Social Issues in Psychology	3	This course provides students with an in-depth investigation of cross-cultural issues and perspectives in the field of psychology. Students learn to identify and consider cultural and systemic variables in psychological theory, research and practice. Multicultural issues, social dynamics, social justice and valued diversity are emphasized.
PSYCH 625	Statistics for the Behavior Sciences	3	This course presents fundamental statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and dispersion, probability theory, data distributions, significance testing and statistical inference. Students will learn how to analyze and interpret data from psychological studies using descriptive statistics, correlational methods, t-tests and analysis of variance procedures.
PSYCH 629	Introduction to Industrial/Organizational Psychology	3	In this course, students will be introduced to the domains of Industrial Organizational (I-O) Psychology. Topics include Human Resource Management, factors influencing employee performance, organization development, and research. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to present day and the various ways that I-O psychologists contribute to organizations.
PSYCH 634	Biological Basis of Behavior	3	This course emphasizes the biological and biochemical correlates of behavior. The course focuses on the structure and function of the human nervous and endocrine systems as they relate to human behavior, emotion, and cognition.
PSYCH 635	Psychology of Learning	3	This course examines major theories of learning, covering topics such as classical conditioning, operant conditioning, shaping and chaining, reinforcement schedules, punishment, one-trial learning, and cognitive and social processes in learning. Students will examine research from animal and human studies, emphasizing basic and complex models of acquired behavior, motivation and memory.
PSYCH 639	Ethics and Professional Skills in I-O Psychology	3	Learners will review pertinent legal and ethical issues related to Industrial and Organizational (I/O) Psychology. Learners will develop an initial ethical framework and gain the necessary tools for making decisions within an organizational structure.
PSYCH 640	Cognitive Psychology	3	This course surveys contemporary research and theory in the field of cognitive psychology, including problem solving and reasoning, attention, memory, knowledge representation, language, and imagery. Strategies and methods for investigating cognition are presented along with future trends involving interdisciplinary research in this growing field.
PSYCH 642	Personnel Psychology	3	Students in this course will gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives. This includes discussions about tests, assessment centers, interviews, succession planning, and departure. Students will examine the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.
PSYCH 644	Psychology of Learning and Cognition	3	This course covers the elements of learning and cognitive psychology. The course includes research related to the theories of learning, problem solving and reasoning, attention, memory, knowledge representation, and language. Strategies and methods for applying principles of learning and cognition to various life and career settings are also addressed.
PSYCH 645	Personality Theories	3	This course enables students to differentiate among the primary theoretical approaches to the study of personality. Students will examine the biological and social determinants of personality; appraisal of personality; the role of personality in behavioral reactions. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.

PSYCH 647	Human Performance, Assessment, and Feedback	3	In this course students are familiarized with behaviors associated with the accomplishment of expected, specified, or formal role requirements on the part of individual organizational members as well as means for appraising and providing feedback to employees.
PSYCH 650	Psychopathology	3	This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders will be conceptualized from different clinical and socio-cultural perspectives, including the role of genetic, chemical, and environmental influences. Ethical and legal considerations will be addressed. Students will consider various definitions of normality/abnormality, the symptoms of commonly occurring issues related to behavioral health, and the process of rendering a diagnosis for mental disorders.
PSYCH 655	Psychometrics	3	This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the validity and reliability of various psychological assessments. Students examine the psychometric properties and appropriate applications of commonly used educational, intelligence, career, and personality assessment instruments. Students will learn how to bridge the gap between diagnostic interpretations and social, cultural, and ethical considerations in assessment when working with diverse populations.
PSYCH 658	Work Motivation and Job Attitudes	3	This course will allow students to evaluate various theories of motivation and develop a familiarity with, and understanding of pertinent research in the field. Students will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.
PSYCH 660	Ethics and Professional Issues	3	This course surveys various professional activities in psychology with emphasis on the legal and ethical responsibilities of psychological researchers and practitioners. Students will study the APA Code of Ethics and analyze case studies involving assessment, research and practice in psychology. Topics include ethics in research, the purpose and function of internal review boards (IRBs), participant and client rights, informed consent, confidentiality, duty to warn and protect, dual relationships, supervision, consultation, ethical considerations when working with diverse populations, and the application of ethical decision-making models.
PSYCH 664	Research Methods and Statistics in Psychology	3	This course presents the fundamentals of research methods and statistics applicable to the field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically evaluate, analyze, and interpret data from empirical psychological studies.
PSYCH 668	Organizational Development, Leadership, and Management	3	This course examines major theoretical leadership and management models. Students learn how to differentiate various perspectives on leadership and management and how these approaches play a vital role in the achievement of organizational, group, and team goals. Furthermore, the course discusses Organizational Development interventions, types of change, related to leadership development, motivation, interpersonal influence, group effectiveness, conformity, and conflict resolution.
PSYCH 678	Consulting and Business Skills	3	This course applies Industrial/Organizational Psychology principles to identify improvement areas within an organization. Students will develop business consulting strategies and processes and learn how to present their proposal to a business audience.
PSYCH 694	Specialty Areas in Applied Psychology	3	This course will introduce students to different areas of applied psychology, such as clinical, counseling, industrial/organizational, forensic, and educational psychology. Students will apply psychological research and principles from their program to a selected specialty area and explore human behaviors related to health, personal relationships, education, and the workplace. This application will guide students in their exploration of career opportunities within the broad field of psychology.

PSYDA 110	Psychology of Learning	3	This course introduces theories and concepts in psychology that will foster academic success and provide students with opportunities to synthesize and apply that knowledge.
PSYDA 250	Psychology of Personality	3	Introduction to the study of personality. An examination of classic theoretical explanations of personality development, including analysis of how factors such as trauma, mental disorders, intelligence, creativity, and family structure affect personality. Focus is on approaches psychology has developed for understanding personality with applications for personal growth, interpersonal relationships, and organizational processes.
PSYDA 599	Foundations of Graduate Study in Psychology	3	This course prepares students for academic and professional success in graduate-level psychology. Students will explore historical and foundational concepts of psychology while enhancing their oral and written communication skills. Topics also include critical thinking, stress and time management, and collaborative processes.
PSYDA 600	Developmental Psychology	3	This course examines the biological and environmental influences on human development across the lifespan. Students will study of the relationship between behavior, emotion, and cognition on the one hand, and the brain function on the other from Childhood to Adulthood. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age.
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PSYDA 644	Psychology of Learning and Cognition	3	This course covers the elements of learning and cognitive psychology. The course includes research related to the theories of learning, problem solving and reasoning, attention, memory, knowledge representation, and language. Strategies and methods for applying principles of learning and cognition to various life and career settings are also addressed.
PSYDA 645	Personality Theories	3	This course enables students to differentiate among the primary theoretical approaches to the study of personality. Students will examine the biological and social determinants of personality; appraisal of personality; the role of personality in behavioral reactions. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.
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PSYDA 664	Research Methods and Statistics in Psychology	3	This course presents the fundamentals of research methods and statistics applicable to the field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students will learn to critically evaluate, analyze, and interpret data from empirical psychological studies.
PSYDA 694	Specialty Areas in Applied Psychology	3	This course will introduce students to different areas of applied psychology, such as clinical, counseling, industrial/organizational, forensic, and educational psychology. Students will apply psychological research and principles from their program to a selected specialty area and explore human behaviors related to health, personal relationships, education, and the workplace. This application will guide students in their exploration of career opportunities within the broad field of psychology.
QNT 375T	Business Data Analytics	3	This course provides an overview of applied business research, statistical tools, and data analytics used to support strategic decision making. Students will examine methods used to frame business problems, conduct research, collect and evaluate data for validity and reliability, determine patterns and trends in performance, and effectively present conclusions.
RDG 201CA	Reading and Writing Concepts	3	This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling and handwriting. Students explore children's development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350	Children's Literature	3	This course examines the use of Children's literature in the elementary school classroom. Various genres are studied, as well as the application of Children's literature to instruction and to assessment in reading. Methods for integrating the use of Children's literature in all content areas are examined.
RDG 351	Early Childhood Literacy Development	3	In this course, students learn about creating an environment in the early childhood setting that promotes literacy skill development. Students examine theories and strategies for language development; strategies and assessments to support literacy learning; and strategies to support vocabulary learning, reading comprehension, and family involvement in literacy instruction. Students gain the necessary knowledge and skills to create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.

RDG 415	Diagnosis and Remediation of Reading Difficulties	3	This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.
RDG 416	Methods of Teaching in Early Childhood Language and Literacy	3	In this course, students learn about children's language and literacy development from birth to age 8. Students examine theories of language development and second language acquisition; the needs of English learners; and strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards, development of hands-on learning experiences, and developmentally effective assessments as a means of informing instruction are also emphasized.
RDG 420	Elementary Methods - Reading/Language Arts	3	This course focuses on the most current research, theory, methods, and state standards related to the science of reading and structured literacy. This focus includes phonological awareness, systematic phonics and spelling, vocabulary and oral language, and text reading fluency, all leading to reading comprehension and literacy development. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. This course provides teacher candidates with the background knowledge in the science of reading necessary to prepare comprehensive research-based and standards-based lesson plans, as well as integrated units of instruction. Effective instructional, assessment, and differentiation techniques are also discussed.
RDG 420CA	Elementary Methods: Reading and Language Arts	3	This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.
RDG 556	Elements of Literacy Content and Pedagogical Knowledge	3	This course focuses on the five key themes of English language arts and literacy (meaning making, language development, effective expression, content knowledge, and foundational skills) and English language development instruction in multiple subject classrooms. Candidates develop English Language skills including reading that is research-based and includes the study of phonemic awareness, spelling patterns, early intervention techniques, ongoing diagnostic techniques, and a strong literature, language, and comprehension component. Candidates apply interdisciplinary teaching strategies to develop learning and critical thinking skills in their learners. Emphasis is placed on using both universal design as a learning framework to guide instructional planning, design, delivery, and assessments, and Multi-Tiered System of Supports to meet the needs of diverse learners. This course incorporates clinical experience based on work with a student in a K-8 school setting.
RDG 558	Secondary Content Area Literacy	3	This course focuses on the key principles of a comprehensive approach to teaching content-based literacy strategies in a single-subject classroom. Emphasis is placed on the development of students' literacy skills through content-specific academic language; designing and differentiating curriculum and instruction; incorporating new literacies and assessment; and showcasing literacy through speech, writing, listening, and reading. In addition, students are required to complete a clinical experience based on observations in a single-subject classroom.

RDG 570	Curriculum Const and Assmt: Reading and Lang Arts for SPE	4	This course focuses on the most current research, theory, and methods of reading instruction, including the science of reading. Teacher candidates will implement research-based instruction, including strategies that enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Instruction and assessment techniques, including intervention practices and strategies for teaching learners with dyslexia, are modeled. In addition, candidates will examine the writing process and ways to promote skill development for exceptional learners.
RDNG 500	Reading Methods: Primary	3	This course explores current theories and methods to support young children in making a successful start in reading. Participants explore principles of language acquisition and reading; children's transitions from oral language to concepts of print; and the techniques, technology, and texts to begin the development of college- and career-ready readers and writers. Participants analyze effective methods to monitor and assess children's reading, while differentiating reading instruction based on experiential background, language, culture, and special learning needs.
RDNG 501	Reading Methods: Elementary	3	This course is designed to provide an integrated approach to reading instruction. Participants analyze current trends for teaching literacy and explore specific strategies designed to help construct meaning across the curriculum. Participants learn methods for meeting the needs of diverse learners and assessing reading performance. In addition, emphasis is placed on components of balanced literacy instruction, including word identification, prereading techniques, vocabulary development, fluency, comprehension, writing, and technology-based instruction.
RDNG 502	Reading Methods: Secondary	3	This course emphasizes literacy and learning in grades 6-12. Various influences on reading and writing are analyzed, including new literacies, information and communication technologies, diversity, schema, resources, and student skill level. Participants examine state and national standards, instructional strategies, active engagement techniques, fluency, vocabulary development, and assessment.
RDNG 504	Phonological Theory and Application	3	This course addresses the linguistic, neurological, cognitive, and sociocultural factors that influence readers and writers. Participants study relevant research, theories, and instructional approaches proposed by the science of reading research, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs. An emphasis is placed on explicit, sequential instruction in phonemic awareness and phonics, with the support of technology and multimedia, to promote early literacy development. National and state standards in literacy and the role of phonics in students' reading and writing achievement are discussed.
RDNG 505	Children's Literature	3	This course examines children's literature, its various genres, and its importance in the classroom to engage students in reading, writing, listening, and speaking. Participants explore the value that children's literature adds to the lives of children and why reading matters for children, teachers, adults, society, and the world. Participants examine how to encourage children to be lifelong readers by learning about how, when, and why children read.
RDNG 506	Elementary Reading and Writing Strategies	3	This course empowers participants to support diverse elementary students to read and write with ease and confidence. Participants explore the principles, theories, and standards that help students read and write well. In particular, participants explore reading and writing materials, instructional tools and strategies, and assessment techniques.
RDNG 507	Content Area Reading and Writing for Elementary	3	This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Participants examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, vocabulary development, and technology tools, media, and print materials used to enhance children's reading and writing in the content areas are also explored.

RDNG 508	Adolescent Literature	3	This course focuses on evaluating, selecting, integrating, and understanding adolescent literature in 6th-12th grade classrooms. Participants investigate gender, language, and individual preferences in adolescent literature. Participants analyze various techniques and formats for teaching diverse learners using an array of culturally responsive, age-appropriate, classic, contemporary, and award-winning literature. Participants examine the use of text sets, choice books, technology links, tradebooks, audio books, author studies, performance assessments, and book-to-film features to incorporate across the curriculum.
RDNG 510	Content Area Reading and Writing for Adolescents	3	In this course, participants explore the teaching of reading and writing in grades 6-12 content area classrooms. Participants learn instructional strategies, comprehension strategies, vocabulary strategies, and techniques for using reading and writing to learn across content area lines. Methods for differentiating instruction as well as assessing reading and writing are examined.
RDNG 511	Reading Assessment	3	This course focuses on K-12 reading assessment. Participants examine various types of assessment for use in the classroom, the school, the district, and the state. Participants explore objective tests, performance assessments, and standardized testing. Topics include evaluation of curriculum and assessment, data-driven decision making, Response to Intervention for struggling readers, diversity and assessment, and ethical and legal considerations.
RDNG 515	Diagnosis, Remediation, and Differentiated Instruction	3	This course focuses on the assessment and correction of reading and writing difficulties in the K-12 classroom setting. Participants identify factors that affect reading performance, explore formal and informal literacy assessments, and examine strategies for the diagnosis and remediation of struggling readers and diverse learners with literacy difficulties, including students with dyslexia. An additional focus is on differentiated instruction with an emphasis on phonics, fluency, vocabulary, and comprehension. Interest inventories, English language learner screening, visual and auditory discrimination tools, language expression and processing screening, and spelling and writing assessment tools are also addressed.
REL 133	World Religious Traditions I	3	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Daoist, Confucian, and Shinto traditions.
REL 134	World Religious Traditions II	3	This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RELDA 133	World Religious Traditions I	3	This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Daoist, Confucian, and Shinto traditions.
RELDA 134	World Religious Traditions II	3	This course provides a survey of the major historical developments, structural cosmology,symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.
RES 709	Research Conceptualization and Design	3	This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan.
RES 710	Statistical Research Methods and Design I	3	Doctoral practitioners are resolute in their commitment to identifying, informing, and affecting both individual and organizational change and innovation. Generating actionable interventions requires an extensive investigation of situational factors and a foundational understanding of research methodology. In this course, students explore the foundations of statistics used in quantitative research by actively engaging in processes focused on evaluation, appraisal, and application.
RES 720	Statistical Research Methods and Design II	3	In this course, students expand their understanding of research methodology by exploring advanced statistical procedures. Students leverage investigative processes to demonstrate their understanding of, and ability to apply, interpret, and draw conclusions from complex approaches to quantitative research.

RES 724	Qualitative Methods and Design	3	This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this preexisting foundational understanding, the purpose of the class is to enhance students' understanding and craft through reading, application, and reflection on the practice of qualitative inquiry.
RES 728	Qualitative Case Study	3	This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
RHET 300	Rhetorical Theories	3	In this course, students expand their understanding of rhetoric and argumentation. Key principles in rhetorical theory will be examined, and students will link those theories to practice using critical analysis and evidence to support claims.
RHET 475	Rhetoric and Social Media	3	This course explores the use of rhetoric in contemporary social media.
SCH-CN 501	School Counseling: Delivery of Services	3	Aligned with the national school counseling model, the primary focus of this course is on guidance curriculum, individual planning, responsive services, and system supports that advocate for every student¿s academic, career, personal, and social success. Delivery components of effective K-12 school counseling programs are examined. Participants analyze current strategies, interventions, and trends to promote constructive partnerships and student wellness.
SCI 163	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 163T	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCI 201	Survey of Alternative Medicine	1	This course examines the traditions and recent developments within the field of alternative medicine and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants will overview a comprehensive range of physical, psychological, and energy therapies resulting in insight, awareness, and appreciation for diverse approaches to medicine.
SCI 209	Oceanography	3	This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.
SCI 220	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCI 220T	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.

SCI 250	Microbiology	4	This course will instruct students on the fundamentals of microbiology. Topics will include introduction to the biology of microorganisms, including structure, function, metabolism, growth, genetics, diversity, and host-parasite relationships. Also, examples of how microorganisms are relevant to the needs, activities, and role of the health of individuals is discussed. Students will explore principles of applied microbiology and apply these scientific principles to case studies and lab experiences. Online labs in this course require students to apply knowledge from the classroom to online experiments and critical-thinking application exercises.
SCI 256	People, Science and the Environment	3	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SCI 362	Environmental Issues and Ethics	3	This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.
SCIDA 163	Elements of Health and Wellness	3	This course provides an overview of the key components of comprehensive wellness. Based on a preventive model, the course will allow learners to explore choices that promote wellness with goals of living longer and better.
SCIDA 220	Human Nutrition	3	This course introduces the basic concepts of human nutrition to highlight ways that students can integrate healthy nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutrition practices, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.
SCIDA 256	People, Science and the Environment	3	This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems, and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution as well as types of energy resources are addressed. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SEC 311	Security Management Fundamentals	3	This course is an overview of the principles of security management and the consequences of failure to identify and adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, such as technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security specializations including corporate, academic, transportation, and government.
SEC 321	Survey of Security Specializations	3	This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.

SEC 331	Industrial Safety	3	This course provides students with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA, and National Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire, and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to, and investigation of, work-related accidents.
SEC 341	Criminology and the Criminal Justice System	3	This course identifies the theories of criminology and its influence on society from social, political, individual and theoretical perspectives. The course examines types of criminal activity and provides students with an understanding of the causes of criminal behavior and the societal response to crime. The course also identifies and discusses the various elements of the American criminal justice system and related current trends of social media and perceived disparages.
SEC 351	Legal and Regulatory Issues in Security Management	3	This course examines legal, regulatory, ethical, and policy issues that influence the work performance of security personnel. It also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 361	Interpersonal Communications	3	This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation, as well as techniques for interviewing and understanding verbal and nonverbal communication.
SEC 391	Organizational Behavior and Management	3	This course encompasses the study of individual and group behavior in organizational settings, with special emphasis on those that are security-oriented. Management methods for organizational processes and change are presented along with leadership applications.
SEC 401	Threat and Vulnerability Management	3	This course highlights a methodical approach to security management. Students will learn the steps necessary to carrying out a comprehensive security risk assessment with consideration for physical facilities, personnel, equipment, and operating systems. Students will evaluate techniques and current trends for identifying and managing security risks and vulnerabilities associated with potential threats.
SEC 411	Physical Security	3	This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property, and data housed in physical facilities.
SEC 421	Personnel Security and Executive Protection	3	This course provides the student with an understanding of the procedures, techniques, and technology associated with the protection of executives, employees, customers, and the general public from intentional harm, accidents, and naturally occurring emergencies.
SEC 431	Principles of Investigation	3	Investigation of criminal activity, employment applicant backgrounds, and internal organizational security issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.
SEC 441	Security of Networks and Enterprise Systems	3	This course reinforces student's knowledge and comprehension of the security issues associated with computer network systems. The course also explores security measures intended to protect the software, hardware, and data associated with computer systems and include practices that security professional employ to harden their organization's information systems against attack.
SEC 451	Global Security Issues	3	This course introduces the student to the evolutionary changes to the global security environment. The course will help the student understand the dynamic nature of global factors influencing security strategies and how domestic security policy integrates these global strategies.
SEC 461	Terrorism	3	This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.

SEC 471	Critical Incident Management	3	This course introduces students to the process of critical incident management, encompassing a variety of events that impact justice and security organizations. This course will discuss prevention, planning, and recovery, as well as inter-agency coordination and response.
SEC 481	Security Capstone	3	This is the capstone course for the Security Management undergraduate program. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner with regard to the areas of risk and threat assessment, physical, personal, and information system(s) security, emergency and critical incident response, and administration and management. Students will evaluate and demonstrate their professional growth with the development of an effective security plan.
SEC 489	Implementation of Security System Measures	3	This course will examine the process of security project planning. Students will gain knowledge in how to submit a contract requesting proposals, analyzing appropriate bids, procuring necessary components for the security system, and security system integration.
SEC 490	Physical Security Operations Capstone	3	In this course students will examine the physical security of a facility and complete a security survey to make recommendations on improvement while considering cost implications and system effectiveness.
SEC 532	Secondary - Creating an Effective Learning Environment	3	This course examines the strategies used in managing a positive and respectful classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating and engaging students, parent and community engagement, and effective communication strategies. This course provides direction to teacher candidates on how and where to seek support and guides them in developing an individual classroom management plan appropriate for their targeted grade levels and needs.
SEC 533	Instruction and Assessment for Diverse Learners	3	This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine best practices for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop a lesson plan. Candidates also explore assessment and its relationship to lesson planning, the backward design process, culturally responsive teaching practices, and strategies for collaborating with colleagues and communicating with families.
SEC 534	Reading in the Content Area	3	This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies in single-subject classrooms at the middle and high school levels. Foundations and trends in content area literacy, academic language strategies, disciplinary reading and writing strategies, and inquiry-based strategies are addressed in this course. The integration of new literacies and technology into content area instruction, strategies for effectively studying texts, approaches to lesson and unit planning, and benefits of collaborative learning are explored. Candidates use this knowledge to prepare a comprehensive content area literacy unit at the end of the course.
SEC 535	English/Language Arts Content and Curricular Knowledge	3	This course explores the application of basic instructional methods to the content area of English and language arts in middle and high school settings. Teacher candidates identify the educational needs of students by exploring current instructional theory, models, and strategies; and state, local, and national standards as they relate to instruction, assessment, and accountability. Skills for teaching reading and comprehending complex literary and informational texts, as well as writing, listening, and speaking in the classroom are also examined. This course also helps participants develop skills in selecting and adapting delivery methods for diverse individual students and student populations.

SEC 536	Social Studies Content and Curricular Knowledge	3	This course explores the application of instructional methods and strategies for teaching history and social sciences in diverse middle and high school settings. Teacher candidates review national and state standards, current issues, and approaches to instruction and assessment in the social sciences. This course assists prospective educators in developing skills to select and adapt social science resources to support curriculum that meets the needs of all learners and integrates literacy and technology, and to plan for professional development and enrichment activities. Throughout the course, candidates will complete a content-specific unit ready for use in a classroom or inclusion in a professional portfolio.
SEC 537	Secondary Content and Curricular Knowledge	3	This course focuses on the methodology and assessment strategies that enhance learning at the secondary level across content areas. The teacher candidate will use assessment data to enhance instruction that meets students' varied learning needs. Teacher candidates will apply essential strategies to promote critical thinking and incorporate meaningful context to promote a deeper understanding of content. This course also explores multiple perspectives of students as learners of secondary content as well as current research on pedagogy.
SEC 538	Mathematics Content and Curricular Knowledge	3	This course focuses on the pedagogy and assessment strategies of teaching mathematics in middle and high school settings. Teacher candidates identify the educational needs of secondary students by exploring national, state, and professional standards from the National Council of Teachers of Mathematics, as well as current theories, models, and strategies of instruction to meet the needs of diverse learners. Teacher candidates will focus on enhancing the meaning of mathematical concepts, developing critical thinking skills to include the use of math concepts in other disciplinary areas, and creating real-life experiences for all learners.
SEC 539	Physical Education Content and Curricular Knowledge	3	This course explores the content standards, concepts, and instruction and assessment strategies for teaching physical education in the K-12 educational setting. Candidates examine topics including motor skill development, human movement principles, physical fitness, social skills development, and the value of fair play in games and sports. Candidates will also investigate classroom and field management, student safety strategies, and the process of selecting, designing, and adapting instruction for diverse student populations.
SEC 540	Science Content and Curricular Knowledge	3	This course is designed to prepare teacher candidates to teach science at the secondary school level. To meet this objective, candidates explore the instructional methods in science content areas in middle level and high school settings. Candidates identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps candidates develop skills in selecting and adapting instruction and management plans for diverse student populations.
SEC 541	Visual Arts Content and Curricular Knowledge	3	This course explores the theory, application, and strategies for teaching visual arts in the K-12 educational setting. Candidates examine topics including current instructional theory, state and national standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates will also investigate classroom engagement and management strategies, the use of technology in teaching and learning visual arts, and ways to adapt instruction for individual students and diverse populations.
SEC 545	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.

SEC 583	Secondary Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 586	Secondary Clinical Practice A	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEC 587	Secondary Clinical Practice B	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SEI 300	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 301	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is the second of two courses required to earn a Structured English Immersion (SEI) endorsement, combined with SEI/300. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 500	Structured English Immersion	3	This course will introduce students to the concept of and methods for instructing English learners in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of SEI and the English Language Proficiency (ELP) Standards. The Arizona Language Development Approach (LDA) and SEI models are introduced, including language development and acquisition learning theories. Additionally, students analyze the identification and assessment process for English learner (EL) eligibility, as well as culturally relevant instructional practices for English learners and family engagement. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 503	Advanced Structured English Immersion Methods	3	This course addresses Structured English Immersion (SEI) instruction and assessment of elementary (K-5) English learners. Students explore appropriate intervention practices and differentiation strategies to support English learners. A comprehensive overview of the alignment of English Language Proficiency (ELP) Standards to the English Language Arts (ELA) Standards (Reading, Writing, Listening and Speaking, and Language) is also a focus, including their application to lesson planning. This course is designed to meet the standards set by the Arizona Department of Education.

SEI 504	Structured English Immersion-Elementary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in elementary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SEI 506	Structured English Immersion - Secondary	3	This course addresses legal and historical foundations of structured English immersion (SEI) foundations, the identification and assessment process for English learner eligibility, and culturally relevant instruction. The Arizona Language Development Approach and SEI models are introduced, including language development and acquisition learning theories. Students examine the English Language Proficiency (ELP) Standards and their application in lesson planning. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.
SOC 100	Introduction to Sociology	3	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.
SOC 110	Teamwork, Collaboration, and Conflict Resolution	3	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOC 262	Contemporary American Society	3	Americans have faced challenges since the formation of the country, but what we see as `problematic' in our society has changed over time. This course examines contemporary American society and the social problems that challenge its individuals and institutions. Using sociological perspectives, students identify and examine causes, effects, and potential solutions to social problems that touch our families, our communities, and our work.
SOC 315	Cultural Diversity	3	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
SOCDA 100	Introduction to Sociology	3	This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and experiences of our lives are part of group dynamics, of social institutions, and of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices.
SOCDA 110	Teamwork, Collaboration, and Conflict Resolution	3	This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students must understand and apply these concepts within academic and professional settings. Students develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics are also explored.
SOCDA 262	Contemporary American Society	3	Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.

SOCDA 315	Cultural Diversity	3	This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
SPAN 110	Conversational Spanish I	3	SPAN/110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar with an emphasis on the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 114	Conversational Spanish II	3	SPAN/114 is the second course in a two-course sequence presenting topics in conversational Spanish. The objective of the course is to teach students Spanish vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.
SPAN 520	Spanish for Educators, Basic	3	In this course, participants are introduced to simple Spanish grammar and knowledge of the Hispanic culture. Educators who are beginning Spanish-language learners are instructed on how to communicate with English language learners and their parents. Emphasis is on basic communication skills associated with real-life situations, the classroom environment, student praise and encouragement, school personnel, and school terminology.
SPAN 521	Spanish for Educators, Intermediate	3	This course prepares educators to effectively communicate with students and parents in Spanish. Participants focus on real-life situations, the classroom, and school terminology using complex grammatical structures, verb tenses, and conjugations. In addition, participants analyze the sociolinguistic aspect of the Spanish language to better comprehend cultural differences. Basic understanding and knowledge of Spanish, as gained through an introductory Spanish for Educators course, is required.
SPE 300	Orientation to the Exceptional Child	3	This course explores the federal and state requirements for special education and the assessment and evaluation process for determining special education eligibility. Emphasis is placed on the characteristics of exceptional learners and methods for differentiation, accommodation, and modification of instruction and assessment to meet student's needs. Lesson planning, inclusion and student engagement, and collaborative practices will also be examined.
SPE 300CA	Orientation to the Exceptional Child	3	This course provides an overview of the categories of exceptionality for elementary-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law and current policies and practices are examined.
SPE 512	Special Education Assessment and Interpretation	3	This course focuses on the task of assessing the exceptional learner and diagnosing his or her strengths and needs. The course will examine the common tests and evaluation systems used in public school special education and their relationship to writing and monitoring an IEP. Emphasis is placed on the continuous use of assessment, specific diagnostic procedures, and the evaluation of data as part of the instructional process.
SPE 513	Orientation to the Exceptional Child	3	This course provides an overview of special education and the characteristics of exceptional learners. Candidates are introduced to special education laws and their implications for identification and eligibility, service delivery options, and the Individualized Education Program (IEP). In addition, the use of technology, collaborative practices, and transition planning requirements are examined. Candidates will also reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.

SPE 544	Characteristics of Emotional & Behavioral Disorders	3	This course examines the characteristics and instruction of learners with emotional and behavioral disorders (EBD). Emphasis is placed on assessment and legal requirements, learner characteristics, and research-based teaching strategies. Included is an examination of functional behavior analysis, positive behavior intervention supports, and the use of proactive and preventive classroom management systems.
SPE 556	Characteristics of Physical & Health Disabilities	3	This course examines the characteristics and instruction of learners with physical and health disabilities including individuals with sensory, orthopedic, and other health impairment (OHI). Attention is given to federal and state regulations as they pertain to assessment, eligibility, and the provision of special education services within the schools. Service delivery options, curriculum and program models, and appropriate supports and accommodations will also be examined.
SPE 574	Characteristics of Intellectual/Developmental Disabilities	3	This course examines the characteristics and instruction of learners with intellectual and developmental disabilities, including traumatic brain injury (TBI). Emphasis is placed on learner characteristics, instructional strategies, assessment measures, and technology integration. Supports, accommodations, and curricular modifications will be analyzed among various service delivery options.
SPE 576	Characteristics of Autism Spectrum Disorders	3	This introductory course is designed to assist teacher candidates in developing strategies and techniques to support students with autism spectrum disorders (ASDs). It is designed to familiarize teacher candidates with the complexity of ASD. The course provides the theoretical background information and practical instructional strategies needed for working with students with ASD. Participants will gain a better understanding of the key issues related to inclusive instructional practices as well as the skills to adjust behavioral challenges. This course fosters communication and social-perceptual thinking skills among teacher candidates.
SPE 577	Special Education Clinical Practice	3	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SPE 578	Models, Theories and Instructional Strategies for SPE	3	This course focuses on the theoretical models that underlie teaching and learning. Teacher candidates analyze the most effective teaching strategies to encourage students to develop a deeper understanding of content and to promote critical thinking. Teacher candidates also examine teaching methods and learn to effectively use students' prior knowledge to develop lesson plans.
SPE 584	Learning Disabilities and Language and Development Disorders	3	This course examines the characteristics of students with learning disabilities and language and development disorders. Emphasis is placed on instructional strategies, assessment, and language intervention strategies. Technology supports for exceptional learners, ethical practices, and professional learning collaboration strategies are also explored.
SPE 594	Special Education Student Teaching: Part A	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 595	Special Education Student Teaching: Part B	4	This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 596	Special Education Student Teaching	8	This course emphasizes the practical application of education theories and teaching methods. Teacher candidates will focus on the requirements and expectations of student teaching, the teacher performance assessment, and planning and facilitating instruction. Candidates will also assess student learning and evaluate data to provide accurate feedback and improve student learning. Additionally, teacher candidates will prepare and submit all respective tasks of the edTPA.
SPED 530	Introduction to Learners with Special Needs	3	This course provides an overview for working with exceptional learners ages 3 to 21 years in educational settings. Participants examine varied areas of disabilities and common characteristics supporting effective implementation of specially designed instruction within individualized education programs (IEPs) for students with special needs. Historical perspectives, special education law, and current policies are also examined. Participants learn best practices and supports for student academic and personal success across grade levels, including IEP development and family-school partnerships.
SPED 531	Special Education Teaching Methods	3	This course provides an overview of teaching methods used in the K-12 special education classroom, with an emphasis on students with specific learning disabilities, emotional disabilities, and other mild to moderate disabilities. Participants explore the relationship between individual student characteristics and the development of an Individualized Education Program, as well as: instructional implications of special education categories, characteristics of various service delivery models, lesson planning, instructional strategies, classroom organization and management, crisis prevention, transition planning, and career counseling. Communication through consultation and collaboration, and professional and ethical practices are also examined.
SPED 532	Special Education Assessment	3	This course provides an overview of assessment in the K-12 special education classroom. Participants focus on assessing learners with special needs, with an emphasis on measuring a learner's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. Participants review guidelines and procedures for developing the individualized education program and evaluate the use of progress monitoring assessments to assess student performance. The special education referral process, the use of response to intervention for assessment and remedial purposes, and basic remediation principles and strategies are also discussed.
SPED 533	Mainstreaming and Inclusion	3	The focus of this course is mainstreaming and inclusion of students with special needs in regular classrooms. Participants explore the history and evolution of special education, including federal legislation and related standards. Identification and referral, lesson planning, modifications and accommodations, communication and collaboration, and assessment are also examined.
SPED 534	Speech and Language Disorders	3	This course provides educators with an overview of speech and language disorders. Participants examine language acquisition and development; language disorders; speech, articulation, and phonological disorders; voice, swallowing, and fluency disorders; and hearing disorders. Classroom management, instructional strategies, assessment, and augmentative and alternative technologies are also explored.
SPED 536	Transition Planning for Adolescents with Disabilities	3	This course focuses on the role of the special education teacher in transitioning adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Participants learn skills and concepts in working with students with special needs, their families, and the community.

SPED 537	Mathematics Instruction for Special Education	3	This course focuses on the vertical alignment of national, state, and local mathematics standards used to deliver content instruction in the area of mathematics to learners with exceptional learning needs. In addition, this course will provide the candidates the opportunity to examine and analyze strategies that support learner development, learner differences, content knowledge, application of content, assessment, planning instruction, and professional practices.
SPED 538	Special Education in Early Childhood	3	This course helps prepare participants to support the development and learning of young and diverse students with special needs. Participants learn the basic foundations and principles of early childhood special education, including diagnosis and monitoring, ethics, and assessment. Best practices for classroom management, behavior modification techniques, and effective ways to communicate with families are also explored.
SPED 557	Collaboration with Families of Students with Disabilities	3	This course focuses on the interrelationships of varied services for students with disabilities. Emphasis is placed on meeting the academic and social-emotional needs of students with disabilities by working with parents, professionals, and community services to develop collaborative and productive professional relationships.
SPED 560	Teaching Learners with Disabilities	1	This course is designed for educators to investigate current disabilities and strategies for a variety of different content areas in order to implement best practices. Participants investigate different teaching methods correlating with various disabilities/abilities in the PK-12 setting. Participants have the opportunity to specifically gear their learning based on interests, content area, and grade level with specific emphasis on best practices and current trends.
SPED 591	Characteristics of Exceptionalities	3	This course examines the education of students with mild disabilities. Special emphasis is placed on mild disabilities including intellectual and developmental disabilities, emotional disturbance, and specific learning disability. The etiologies, learning characteristics, and key legislation related to these mild disabilities will be discussed. Students will also explore educational planning considerations, methods of instruction and assessment, service delivery models, and effective behavior management techniques.
STR 581	Strategic Planning & Implementation	3	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
STRCB 581	Strategic Planning and Implementation	3	This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
SUS 300	Environmental Sustainability	3	Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and sustainable design.
SWRK 200	Introduction to Social Work	3	This course introduces students to the foundations of social work and social justice. Students examine the professional dispositions of social work, the scope of practice, National Association of Social Workers (NASW) Code of Ethics, and professional identity. Students also identify careers within social work, boundaries, other professionals, and cultural competence.
SWRK 210	Social Problems and Programs	3	This course provides an in-depth perspective of social problems and programs. Students develop an understanding of social welfare and the effects of sociopolitical policies on marginalized populations. Students examine the link between special populations in terms of neglect and abuse, as well as the relationship between the social welfare system and the legal system in relation to the enforcement of victims of abuse laws.

SWRK 220	Professional and Ethical Behaviors for Social Work Practice	3	Students will use the National Association of Social Workers (NASW) Code of Ethics to navigate ethical issues and dilemmas faced by social workers throughout their careers. Students will gain exposure to these ethical and legal aspects in social work, learn proper self-care, and how to support the discipline's role and responsibilities.
SWRK 301	Communication Techniques	3	This course introduces students to social work communication theory and techniques, including verbal, non-verbal, and written communication. Students develop an understanding of culturally appropriate and professional communication. Students develop verbal and written communication skills to develop professional relationships.
SWRK 310	Human Behavior and the Social Environment I	3	This course prepares students for the challenge of intimate working relationships. Students gain an understanding of human growth and development across the lifespan, applying developmental psychological theory and ecological perspectives to the family and individual lifecycles within a multi generational cultural context. Students also learn about the lifespan development approach, with a multidisciplinary perspective of human development.
SWRK 311	Human Behavior and the Social Environment	3	This course introduces students to human development and functioning across the lifespan using a strengths-based biopsychosocial approach. Consideration is given to the person-in-environment and ecosystems theory as students study developmental content in preparation for professional social work practice.
SWRK 320	Social Welfare Policy and the Law	3	This course focuses on the relationship between political and economic forces and social work policy, as well as how existing laws affect social work practice and social justice initiatives within social work.
SWRK 321	Social Work Policy	3	This course focuses on utilizing rights-based, anti-racist, and anti-oppressive lenses to assess how social welfare policies influence the delivery of and access to social services. Students apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
SWRK 330	Social Work Practice: Individuals and Families	3	This course prepares students for social work practice with children, adults, and families. Students integrate the knowledge gained in previous program coursework into the practice of effectively working with families and examine the effect of cultural norms on the family system.
SWRK 340	Social Work Practice: Groups	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at the group level, as well as how to assess group needs and identify resources for a group. Students gain professional skills for initiating change in groups; understanding issues of social stratification; and managing group conflict, resistance to change, and methods for overcoming resistance.
SWRK 345	Social Advocacy: Child Endangerment and Global Factors	3	Social work encapsulates individuals working to support a profession concerned with domestic and global social issues that children face. This 5-week course prepares students for the difficult task of assessing, reporting, and treating child abuse.
SWRK 346	Social Work Advocacy	3	Students are introduced to the role of the social work advocate. The role includes acting as advocates for their clients in multiple facets that advance human rights and social, racial, economic, and environmental justice. Students learn advocacy skills such as communication, collaboration, presentation, and maintaining professional relationships.
SWRK 350	Social Justice and Diversity in Social Work	3	Students will learn to engage in practices that advance human rights to promote social, racial, economic, and environmental justice as well as demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. Students will demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

SWRK 360	Social Work Practice: Communities and Organizations	3	Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at community and organizational levels, as well as how to assess community needs and identify community resources. Students gain professional skills for initiating change in organizations and communities, understanding issues of social stratification, conflict, resistance to change, and methods for overcoming resistance.
SWRK 380	Applying Social Work Practice Skills	3	Students build on their professional values, ethics, principles, practice methods, and strengths-based skills learned in the Social Work Practice courses. Students gain an understanding of the application of advanced social work skills.
SWRK 390	Social Welfare Policy Application	3	Social welfare policies and legislation are explored in terms of historic rationale, implementation, and effectiveness. Students gain an understanding of concepts and frameworks for analyzing social welfare policies and programs, including their effects on oppressed and at-risk populations. Students recognize the role of social workers as agents of change and learn to advocate for social welfare policies that improve the lives of individuals, families, and groups.
SWRK 399	Research and Evaluation in Social Work Practice	3	Students will learn ethical, culturally informed, anti-racist, and anti-oppressive approaches to critically evaluate research to inform decision making in their practice and articulate how their practice experience informs research and evaluation decisions. The course will include ways to analyze inherent bias in current literature and research. Students will learn to articulate and share research findings in ways that are usable to a variety of clients and constituencies.
SWRK 400	Research and Evaluation in Social Work Practice	3	The fundamental concepts of research design, data integration, project implementation, and evaluation are taught in this course. Students are expected to communicate their findings by demonstrating the learned components of a sound scientific method of inquiry and annotating peer-reviewed literature for the purpose of service evaluation, professional contribution, and introductory program development.
SWRK 401	Social Work Practice: Engage	3	Students learn to engage with and on behalf of individuals, families, groups, organizations, and communities. Students reinforce the theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Students will learn to be self-reflective and understand bias, power, and privilege to advocate for human rights. Students will utilize an anti-racist and anti-oppressive framework to evaluate how their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.
SWRK 402	Social Work Practice: Assess	3	Students will learn that assessment is an ongoing component of the dynamic and interactive process of social work practice. Students will understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they will critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, groups, organizations, and communities. Students will demonstrate self-reflection and develop an understanding of how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.
SWRK 403	Social Work Practice: Intervene	3	Students will understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, organizations, and communities. Students understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions. Students understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve goals.

SWRK 404	Social Work Practice: Evaluate	3	Students will understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, organizations, and communities. Students evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Students apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Students understand theories of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, and critically analyze and apply this knowledge in evaluating outcomes.
SWRK 405	Field Education I	3	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.
SWRK 420	Field Education II	3	A continuation of SWRK/405, this course provides 15 additional weeks of supervised generalist practice within the community.
SWRK 421	Human Behavior and the Social Environment II	3	This course prepares students for the challenge of macro-level working relationships. Students gain an understanding of the functioning of people within organizations and communities and the groups that compose them. Applying a social psychological perspective to group dynamics, utilizing an ecological and interactionist framework for studying human behavior in a macro setting. Students also learn to infuse the empowerment perspective within an ecosystem framework. The student will explore matters pertaining to globalization with attention to the social environment and environmental justice, as applied to the interrelationship between nature and society. The relationship between spiritual concepts, the natural realm, and the inclusion of restorative justice and human rights are also discussed.
SWRK 425	Field Education Block	6	This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework in a supervised generalist practice placement within the community. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.
SWRK 430	Social Work, Welfare, and Policy: Connections	3	Social work practice integrates social welfare theories with policy analysis in the context of a wide range of settings. Implicit in the social work approach is the commitment to economic and social justice. Students learn how to leverage their integrated approaches to affect the high level of interdisciplinary practice they must perform.
SWRK 460	Integration of Social Work	3	This course provides a comprehensive review and synthesis of all social work content areas within the generalist framework, including ethics, critical thinking, diversity, human rights, social and economic justice, research, policy, and practice.
SWRK 470	Social Work Capstone and Portfolio	3	This course is the culmination of students¿ undergraduate work, a full integration of knowledge, skills, language, and practice exemplary of a social worker prepared to enter the workforce as a general practitioner. The capstone is an individual project that demonstrates the student¿s readiness for matriculation, which signifies that the student can manage the demands of client work, continuing education, all the ethical and legal standards involved, self-care, advocacy, and basic research and evaluation.
TCH 501	Teaching Methods: Elementary Art	3	This course is designed to prepare participants to integrate the visual arts across elementary curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Participants draw, paint, make prints, and create sculptures appropriate for the elementary setting.
TCH 502	Teaching Methods: Elementary Language Arts	3	This course explores theories, models, and strategies for teaching and learning language arts in the elementary school. Participants explore and apply strategies for teaching reading, writing, listening, and speaking. Technology and assessment in language arts is also examined.

TCH 503	Teaching Methods: Elementary Mathematics	3	This course emphasizes content and process standards and pedagogical instruction that enhance learning in P-8 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.
TCH 504	Teaching Methods: Elementary Science	3	This course prepares K-8 teachers to develop a balanced and articulated elementary school science program that promotes inquiry. Participants discuss the evaluation of texts and reference materials, the development of hands-on activities and assessments, and the use of teacher-made materials and technology. Participants also evaluate resources for effective instructional strategies, including safety best practices.
TCH 505	Teaching Methods: Elementary Social Studies	3	This teaching methods course is designed for K-8 elementary educators who teach social studies. Participants learn to facilitate student-centered, differentiated learning. Participants explore hands-on strategies for designing and implementing cross-curricular work, integrating literacy, creating assessments, and incorporating 21st-century technology to engage learners.
TCH 510	Secondary Teaching Methods	3	This course focuses on enhancing learning at the secondary level. Current trends and issues affecting the secondary classroom are examined, including communication, collaboration, creativity, and critical thinking. Participants develop and evaluate standards-based instruction, curricular materials, and assessment strategies aligned to 21st-century skills.
TCH 511	Teaching Methods: Secondary Art	3	This course is designed to explore secondary art instruction. Participants learn to create relevant art lesson plans that incorporate all art disciplines for a diverse student body. Advocacy for the arts, assessing student art, incorporating art from diverse perspectives, creativity, art classroom management, and using technology in the art classroom are also explored.
TCH 513	Teaching Methods: Secondary Mathematics	3	This course provides participants with the knowledge of research and standards-based pedagogical instructional practice that facilitate learning in the secondary mathematics classroom. Participants explore diversity and equity, mathematics standards and curriculum, and technology integration, as critical components of planning for and implementing mathematics instruction and assessment. In addition, participants examine the importance of teacher reflection, instructional leadership, and professional development to continuously improve one's teaching of mathematics.
TCH 514	Teaching Methods: Secondary Science	3	This course is designed to prepare participants to teach science at the secondary school level. To meet this objective, participants explore the instructional methods in science content areas in middle level and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that affect the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
TCH 515	Teaching Methods: Secondary History/Social Studies	3	This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
TCH 543	Teaching Methods: Remedial Mathematics	3	This course is designed to provide participants with knowledge of standards-based pedagogical instructional practices to facilitate and enhance learning for students who struggle with mathematics. Participants examine diagnostic information on mathematics difficulties and strategies for systematic intervention and remediation. The assessment and evaluation of progress and meeting diverse learning needs is also explored.

TECH 510	Using Apps in the Classroom	1	This course introduces K-12 teachers to the use of apps in the classroom. A variety of apps to supplement classroom instruction are examined. Tools to support students and teachers in creating original apps are also explored. Participants design an original app to supplement instruction.
TECH 511	Using Google Tools in the Classroom	1	This course introduces K-12 teachers to the use of Google tools in the classroom. A variety of Google tools to support classroom communication and collaboration are examined. Tools for learning, creating, and solving problems are also explored. Participants create original instructional products and lesson plans using Google tools.
TECH 519	Using Social Media in the Classroom	2	This course introduces classroom teachers and building administrators to effective and responsible social media implementation in K-12 classrooms. The emergence of social media as a viable tool for learning will be explored and implementation considerations will be determined. Legal and ethical issues regarding social media use in schools will be examined. Participants will devise a social media application plan for school-wide integration.
TECH 520	Multimedia for Educators	2	In this course, participants select, use, and design multimedia resources that enhance teaching and student learning. Multimedia categories such as still images, text, audio, video, and interactive components are explored. Participants also evaluate differentiated instructional delivery methods to promote a student-centered learning environment that meets the needs of a diverse student population. In addition, participants learn strategies for teaching students to create their own presentations. Legal and ethical considerations, such as copyright and fair use, are also addressed in the course.
TECH 522	Technology Integration for Educators	3	This course is designed to prepare educators to integrate technology for engaging and effective P-12 student learning across the content areas. Participants incorporate technology-based instructional design strategies into a student-centered learning environment, using the National Educational Technology Standards, and inquiry-based, problem-based, and project based learning. Digital tools and resources, software applications, fair use guidelines, and assessment are also examined.
TECH 524	Technology Survival for Educators	3	This course provides educators with survival strategies when incorporating technology into the P-12 classroom. Managing and integrating common classroom technology and portable devices as well as integrating web-based and cloud computing applications are introduced. Participants examine basic maintenance and troubleshooting, personal and professional productivity, and issues regarding the safe and ethical use of technology.
TECH 525	Becoming a Connected Educator	3	This course provides participants with strategies for using digital tools to make course information readily available and to connect with other educators, parents, and communities. Participants also examine applications of online platforms, such as blogs and social media, for participating in a professional learning network (PLN). Digital citizenship and school branding are also explored in this course.
TESOL 570	Foundations of Instruction	3	This course is designed to introduce participants to the history, law, and theory of education for English language learners. Participants identify effective instructional models and teaching practices that define aspects of multicultural education. Participants also develop programs, instruction, and materials for English language learners. Issues associated with the interdependent relationship between teaching and assessments are also addressed.
TESOL 571	Instructional Techniques and Methods	3	This course prepares K-12 educators to use effective instructional techniques, methodology, and assessments for English language learners. Participants apply researched theory focusing on sheltered instruction, particularly the Sheltered Instruction Observation Protocol (SIOP) model. Differentiated instruction, lesson comprehension, special education, and parental involvement as related to English language learners are also explored.

TESOL 572	Assessment	3	This course provides K-12 educators with a foundational understanding of assessment practices for English language learners. Participants examine the relationship between instruction and assessment, assessment techniques, progress reporting, content-area testing, and program interventions. Communication principles and the role of parents as related to assessment are also explored.
TESOL 573	Applied Linguistics	3	This course introduces K-12 educators to the nature, structure, and acquisition of language. Participants study the first and second language acquisition process, the cultural implication of language and classroom instruction, the integration of theory and practices including assessment and phonology, morphology, and syntax of English. Participants apply linguistic theory through instructional methods to support the English language learner.
TESOL 574	Cross-Cultural Communication	3	This course explores cross-cultural communication and global awareness in multicultural K-12 education. Participants learn and apply the principles of culturally responsive teaching and multicultural and global education with particular attention to English language learners. Instructional strategies, diversity, and technology as related to cross-cultural communication are also addressed.
TESOL 575	Teaching Reading and Writing	3	This course provides educators with a foundational awareness and understanding of best practices for teaching reading and writing to English language learners. Language acquisition and literacy development as it relates to teaching reading and writing is explored. Participants create reading and writing instruction and assessment for integration across the curriculum.
TPA 100	TPA Planning and Instruction	1	This course is the first of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on Task 1 of the edTPA final project, which addresses requirements and expectations for edTPA, academic language, and planning instruction.
TPA 200	TPA Instruction and Assessment	1	This course is the second of a 2-part series that focuses on preparing teacher candidates for the edTPA performance-based assessment. Emphasis is placed on understanding the edTPA process and Tasks 2, 3, and 4 of the edTPA final project, which addresses teaching planned lessons, assessment, and evaluation.
WEB 240	Web Design Fundamentals	3	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language (HTML), scripting, and presentation technologies to create websites.
WEB 240T	Web Design Fundamentals	3	This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language (HTML), scripting, and presentation technologies to create websites.
WRIT 310	Creative Writing: Personal Essays and Creative Non-Fiction	3	This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.
WRIT 330	Research and Writing for Professions	3	This course introduces students to the purpose and practice of professional writing and research. Students explore a variety of professional writing situations and conventions and learn approaches to conducting research and creating documents that address specific professional needs.
WRIT 350	Writing for Social Media	3	This course explores the varied styles of writing for social media. Students will analyze multiple examples of social media and practice writing for these media.
WRIT 480	Applied Portfolio Seminar	3	In this course, students select and revise prior work to create a collection of pieces that, when modified for specific audiences, represents the student's abilities as a writer.