"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

This location is no longer enrolling new students. The information in this catalog is for existing students only. If you are a new student, please contact your Enrollment Advisor to obtain the current catalog for your location.
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.

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/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf. 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, 2020

GENERAL POLICY UPDATES

- The Graduation with Honors section was updated. (see ACADEMIC POLICIES)
- The Credential Conferral section was updated. (see ACADEMIC POLICIES)
- The College of Nursing Individual Nursing Non-Degree Courses section was updated. (see ACADEMIC POLICIES)
- The Consumer Information section was updated. (see CONSUMER INFORMATION)
- The Tuition and Fees section was updated. (see TUITION AND FEES)
- The Facilities section was updated. (see FACILITIES)
- The University Administration section was updated. (see UNIVERSITY ADMINISTRATION)
- The College of Education and Education Programs and the College of Social and Behavioral Sciences and Counseling Programs section was updated. (see UNIVERSITY OF PHOENIX)
- The COVID-19 Related Interim Policy Exceptions section was updated. (see UNIVERSITY POLICIES)
- The Evaluation of Transfer Activity section was updated. (see UNIVERSITY POLICIES)
- The Reverse Transfer Agreements section was updated. (see UNIVERSITY POLICIES)
- The Articulation Agreements section was updated. (see UNIVERSITY POLICIES)
- The Alumni Services section was updated. (see ALUMNI ASSOCIATION)
- The Corporate Agreement - Credit Recommendation Guide section was updated. (see UNDERGRADUATE PROGRAMS)

PROGRAM POLICY UPDATES

- The Residency Requirements and Course Waivers for Bachelor Programs section was updated. (see UNDERGRADUATE PROGRAMS)
- The Additional Admission Requirements section was updated for the CERT/NAD and CERT/NED. (see PROFESSIONAL PROGRAMS)
- The Minimum Grade Requirements section was updated for the CERT/G-HCP. (see PROFESSIONAL PROGRAMS)
- The Institutional Recommendation section was updated for the CERT/AP-E, CERT/AP-S, and CERT/AP-SE. (see PROFESSIONAL PROGRAMS)
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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 curriculum 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 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.

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.

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 effi-

Council for the Accreditation of Educator Preparation

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

(703) 535-3990

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

For additional information, please visit caepnet.org.

Regional Accreditation

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

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

Program Accreditation

College of Business and Information Technology

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

For additional information, visit acbsp.org.

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

College of Social and Behavioral Sciences and Counseling

The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are 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
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
cacy of its curricula and educational practices in enabling students to achieve exit-level expectations at the course, program, and institutional levels. Assessment answers the question: How well are University of Phoenix students meeting the general education, programmatic and institutional learning outcomes underscored by the University’s mission? Its findings inform opportunities for curricular and pedagogical improvement, decision-making processes for policy consideration and resource allocation, and accountability. The process for outcomes-based assessment of student learning uses the following conceptual framework:

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

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

Academic Programs

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

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 information from the desktop. 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 in the University Library’s resources. 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 made available through license agreements with content providers and are not accessible to the general public like web pages found through an Internet search engine.

Getting Started with the University Library

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

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

Electronic Reserve Readings

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

Additional Resources for Help

- Reference services allow users to receive direct and in-depth reference assistance from accredited librarians.
- Interlibrary loan and documents retrieval services allow users to request a document or book not available in the University Library. Specific timelines and rules apply to this service.
- Resource recommendations by subject can be found by utilizing our Subject Guides on the library homepage.
- The FAQs on the homepage of the University Library contain in-depth answers to “Frequently Asked Questions” received by the library.
- The Library Handbook includes detailed information on the library collection.

How to Contact the University Library

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

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

Current Resources of the University Library

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

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THE UNIVERSITY’S TEACHING AND LEARNING MODEL

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

Active Learning

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

Collaboration

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

Emphasis on Application and Relevance

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

University-Wide Learning Goals

The University’s faculty leadership has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement.

The University Learning Goals are:
1. Professional Competence and Values
2. Critical Thinking and Problem Solving
3. Communication
4. Information Utilization
5. Collaboration

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

Curriculum

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

Awarding Credit Hours

Credit hours are awarded in accordance with common practice among institutions of higher education. Course content and outcomes are determined by faculty and are delivered in a format informed by adult learning principles and aligned to Carnegie unit guidelines. 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 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

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

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

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

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

**Degree Level & Minimum Total Semester Credits:**
- Associate Degree: 60 credits
- Bachelor Degree: 120 credits
- Master’s Degrees: minimum 30 credits beyond the Bachelor Degree
- Ph.D. or Applied Doctorate: minimum 30 credits beyond the Master’s Degree

**Access and Convenience of Time and Place**

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

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

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

**Program Format**

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes delivered via the online modality meet asynchronously throughout each course week.

Campus-based classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University’s low student/faculty ratio and class size that 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. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

**Class Size**

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

**Learning Teams**

In addition to regular course instructional sessions, bachelor’s and master’s level students work in Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Learning Teams are an essential design element in the University’s teaching and learning model through which students develop the ability to collaborate -- an ability expected of employees in information-age organizations and one of the University’s primary learning goals. Due to the unique teaching and learning model and objectives, students enrolled in an associate degree program at 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 learning team model must meet learning team attendance policies. Teams may meet in person or via teleconference, real-time electronic conferencing, or asynchronous meeting in the classroom team forums. Students must indicate their participation in the learning team meetings and/or assignment deliverables. Students are expected to actively participate in the team’s activities. Students attending a local campus must acknowledge participation in their learning team each week in the Assignments section of eCampus. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishment of team goals.

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 prior to their start date.

Student Technology Recommendations and Competencies

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

Technology Recommendations

Hardware and Peripherals

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

- A processor of 1.2 GHz or faster
- 4 GB RAM or greater
- A high speed internet connection with a connection speed of 1.5 MB/s or better.
  - The use of satellite and cellular connections may result in slowness or errors (timeouts, access problems) when accessing the classroom and course materials.
  - The use of public access computers and internet (for example, at restaurants and public institutions such as libraries) may result in slowness or errors (timeouts or access problems) when accessing the classroom and course materials. Public access computers may not permit any access to certain course materials or systems due to security limitations.
  - Monitor and video card with 1024x768 or greater resolution
  - Keyboard and Mouse is recommended
  - Speakers/Headphones and Microphone
    - A noise-cancelling headset is recommended.
  - Public access computers may not permit usage of speakers, headphones or microphones.
  - A web camera capable of video web conferencing
  - Public access computers may not permit usage of web cameras.

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

Software and Applications

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

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft® Windows</td>
<td>Windows 7</td>
<td>Windows 10 or higher</td>
</tr>
<tr>
<td>Apple® Mac OS X</td>
<td>Mac OS X 10.10</td>
<td>Latest Version</td>
</tr>
<tr>
<td>Apple iOS</td>
<td>11</td>
<td>Latest Version</td>
</tr>
<tr>
<td>Android</td>
<td>5</td>
<td>Latest Version</td>
</tr>
<tr>
<td>Chrome OS</td>
<td>Not Supported</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**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 or Blackboard® mobile app. Access, support, and functionality of University websites, classroom environment, or required course materials may be limited on mobile devices.

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**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**

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

**College Specific Requirements**

**College of Business and Information Technology**

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. Students must have access to a Mac computer to complete iOS mobile coursework or the latest Windows operating system to complete Windows mobile coursework.

**College of Education**

The College of Education may require access to additional software and hardware for the purpose of meeting individual state mandates. You may be required to submit video clips during your program to meet assignment 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.

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

**College of Doctoral Studies**

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

**eCampus: Student and Faculty Portal**

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

When students are admitted to a program, they are provided with all the information needed to connect to eCampus. This electronic class environment is where assignments are turned in and exams
are accessed. Each student’s eCampus login credentials are unique; students must not share their login credentials with anyone. University of Phoenix students attend class on-campus, online, or in a hybrid modality known as FlexNet®. Regardless of modality, all students use the same materials for a specific course, have access to all student resources available on eCampus, and turn in assignments by accessing assignment links on eCampus. Discussions and participation during online class weeks are asynchronous, so there is no need to be online at a specific time during each online class week. Class discussions are private, limited to members of the class.

University of Phoenix authorizes 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 issues as necessary.

**Classroom Recording Policy**

Students may only make audio and/or video recordings of University of Phoenix class presentations, activities, and discussions if they meet one or more of the following criteria:
- The recording occurs with the prior written consent of the faculty teaching the class and of all students in the class at the time of the recording.
- There is a documented University of Phoenix Disabilities Service Office authorized accommodation requiring recording of specific parts of a class session.

Faculty wishing to make audio or video recordings of class presentations, activities, and/or discussions must obtain prior written permission of the campus Director of Academic Affairs and of all students in the class at the time of the recording. If a class recording is made with appropriate authorization, unless there is clear and unambiguous prior written approval to the contrary, the recording must not be copied or shared with others, posted on a website to which others have access, or disseminated in any other manner, but shall be used for personal class-related study purposes only by the individual who made the recording.

**Competency-Based Education Programs and Courses**

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

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

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

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

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

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

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

Courses offered in Blackboard:

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

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

Institutionally Scheduled Break

For all students, the University’s winter institutionally scheduled break for the 2019/2020 award year is December 24, 2019 - January 4, 2020.

For students attending a local campus, one or more additional University institutionally scheduled break(s) may apply for University observed holidays for the 2019/2020 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 he/she is observed in the course that has been extended at a local campus due to a University observed holiday; the actual dates of the institutionally schedule break will vary based upon the observed holiday. Currently the University observes the following additional holidays: Memorial Day, Fourth of July, Labor Day, Columbus Day, Thanksgiving Day and day following, Martin Luther King Jr. Day, President’s Day, and Mardi Gras.

Course Attendance Policy

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

- Competency-Based Education (CBE): Students in a CBE course are required to post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom in each course, by the end of the second week of the course.
- Blackboard “Messages” and “Collaborate” interactions do not count towards course attendance.
- Academic Engagement Requirement: Students in a CBE program must remain academically engaged in addition to having positive attendance posted for the course after the first message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom. Academic engagement in a CBE program is achieved by having at least one academically related activity recorded for any course in the CBE program every 14 days, in alignment with the University’s criteria for Active Full Time Enrollment Status.

Local Campus and In Person Residency: Students must physically attend the local campus workshop meeting during the scheduled class and sign the attendance roster.

- 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 message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom during the scheduled class during the online week.

- Blackboard “Messages” and “Collaborate” interactions do not count toward course attendance.

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 message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on at least one day during the online week.

- Blackboard “Messages” and “Collaborate” interactions do not count toward course attendance.

Preceptorship Clinical Courses: 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. Students are responsible for notifying the faculty member prior to the start of the course workshop week if they are no longer engaging in required supervised clinical activity, and plan to withdraw from the course, to ensure attendance is recorded accurately.

Counseling Residency Courses:

- Online week: Students must post at least one message, assignment submission, or quiz/exam submission that is recorded by the system in the online classroom on at least one day during the online week.
  - Blackboard “Messages” and “Collaborate” interactions do not count toward course attendance.

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.
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:

<table>
<thead>
<tr>
<th>Number of workshops</th>
<th>Allowed Absences</th>
<th>Absences resulting in Withdrawal (W) grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5-9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9 (Online associate)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10-59 (excluding CBE courses)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>60+</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

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

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 “E” 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.

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

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.
- 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, is the last date of attendance in an ARA determined from University attendance records.
  - For a student with an approved leave of absence, the University will review the student record on or after the
The DOD for students who are AW from the University is the 15th day after the last attendance at an academically related activity.

- For a student with an approved leave of absence, the DOD is the day after the student's scheduled return date.

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

- 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.

**Holiday Calendar**

The University's holiday calendar is listed below.

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>September 2, 2019</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 27, 2019 - December 1, 2019</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 22, 2019 - January 4, 2020</td>
</tr>
<tr>
<td>Martin Luther King Jr Day</td>
<td>January 20, 2020</td>
</tr>
<tr>
<td>President's Day</td>
<td>February 17, 2020</td>
</tr>
<tr>
<td>Good Friday</td>
<td>April 10, 2020</td>
</tr>
<tr>
<td>Easter</td>
<td>April 12, 2020</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 25, 2020</td>
</tr>
</tbody>
</table>

**Course Equivalencies**

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

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

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

If all courses needed to satisfy a combination equivalency are not completed, the equivalency will not be satisfied. Students should
complete the required course as outlined in the program policy. When two equivalent courses are completed, only the most recent course completed will be counted for credit and grade point average calculations.

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

**Course Cancellation**

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

**Directed Study**

With approval of the campus director of academic affairs 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 credits via directed study.
- 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: a maximum of 15 completed credits per academic year upon providing official documentation of the deployment timeframe to their local campus.

**Concurrent Enrollment**

- Concurrent enrollment is defined as simultaneous enrollment in any two or more University 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.
- Students enrolled in a competency-based education (CBE) program may be enrolled in up to five CBE courses concurrently.
- Concurrent enrollment in the first four courses is prohibited for all new students, unless they are enrolled in a CBE program.

**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 and master 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 University of Phoenix credits.
  - Master’s degree-seeking students must complete a minimum of 18 credits toward an additional master’s degree.
  - Bachelor’s degree-seeking students must complete a minimum of 30 unique credits of the additional bachelor’s degree’s required course of study in order to meet 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 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.

**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 the University. The number of credits completed within a 12 month period is limited by the program level of study the student is actively pursuing.

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

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

**Course Credits**

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

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

**Student Identification**

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 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, and 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.

Due to the increased security at the Jersey City Campus, all students will receive a picture ID card and must show that card to enter the campus.

**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
- *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 numbers.

**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 the form is to be faxed, mailed, or encrypted emailed 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 encrypted emailed 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 (SVP), and request non-directory information to be sent to themselves as long as 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 on the student’s website 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 it is up to the faculty member to agree as they are not required to perform such tasks as part of their contractual agreement with the University.

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

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

**Forms**

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

University of Phoenix 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 encrypted emailed 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 encrypted emailed 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 (SVP), and request non-directory information to be sent to themselves as long as 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 on the student’s website 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 University of Phoenix OPE-ID code is 020988.

**Record Maintenance**

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

**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.

Servicemember Readmission

The Higher Education Opportunity Act (HEOA) provides that 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, whether voluntary or involuntary, on active duty in the Armed Forces, on active duty for training, and National Guard or Reserve duty for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

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

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 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 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.

Any 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 complete 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 stu-
Military Deployment

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

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.

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.

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.

Transient Student Policy

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

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

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

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.

Acceptable Transfer Activity

The following types of coursework will be considered acceptable for transfer into the University:

1. Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer into the University. Coursework from ABA accredited institutions that is not from a Graduate level program will not be accepted. JD, LLB, LLM are considered graduate level programs.
2. American Council on Education credit recommendations
3. National 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 either the Prior Learning Assessment department or by one of the University’s Colleges, Schools, or Provost’s Office.

To evaluate previously completed transfer activity, the University must receive transcripts, mark sheets, and documents that are original 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. 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 on an admission status of RI (Applicant International Credentials) until either the verification or official document is received from the issuing institution.

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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 towards students’ degree requirements.
2. Acceptable transfer activities will be transferred as semester hour credit.
3. The University will accept courses that are numbered as non-remedial, college level, transferable, or degree applicable, as determined by the issuing institutions transcript key.
4. 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 are determined by program requirements and by state or jurisdiction.

Specific regulatory requirements regarding credit limit applications are listed in the grid 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 grid below). Use this grid for the given states only.

Credit Application Limits Effective 4/1/2020:

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

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

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

California block transfer policy: Students transferring to University of Phoenix into an undergraduate bachelor’s degree program (excluding BSN, LPN/BSN, LVN/BSN, P/VN/BSN, BLS, BSED, BS/BIO, BA/ENG, BS/EVS, BS/HST, BSCYB, and BSIT (all concentrations)) with a previously completed CSU (California State University) or IGETC (Intersegmental General Education Transfer Curriculum) certification from a regionally accredited California college or university will be considered as satisfying their general education liberal arts component for their degree program. Students using 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.

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

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

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.

**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 coursework completed 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 or school that the courses reside under, and will not require Prior Learning Assessment. All waivers using certifications must be verified by an official transcript or completion documentation from the certifying organization.
- The program policies for the student’s program should be reviewed for program-specific course waiver policies.

**Articulation Agreements**

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

**Corporate Agreements**

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

**Non-discrimination Policy**

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

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

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

**Discrimination Grievance Procedures:**

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

2. Allegations of sex discrimination (including discrimination based on sex, sexual orientation, gender identity, gender expression, gender transition, transgender status and gender variance) must be presented to Marcie L. Batschelett, JD, Interim Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-K304, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

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

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

   3. All other discrimination claims should be presented to the campus Director or their respective designee or the Ethics Helpline.

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

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

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

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

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

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

**Harassment Policy**

The environment at each of the University’s locations must be free of all forms of improper or unlawful harassment, including sexual harassment or sexually offensive conduct. This policy applies in the online environment, as well as all campuses, learning centers and central administration locations. Harassing behavior can range...
Harassment Grievance Procedures

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

Allegations of sexual harassment must be presented to Marcie L. Batschelett, JD, Interim Title IX Coordinator, 4025 S. Riverpoint Parkway, Mailstop CF-K304, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

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

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

All other harassment claims should be presented to the campus Director or their respective designee or the Ethics Helpline.

The University will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the alleged harassment and the allegations.

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

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

- If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and the policies of the Human Resources Department for processing claims of harassment will be followed.

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

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

Accessibility and Disability Services

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

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

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:

4025 S. Riverpoint Parkway
Phoenix, AZ 85040
Mail Stop CF-K304
Phone: 480.557.1157
Fax: 602.333.0737

Students needing assistance with accessibility concerns or questions 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.

Student Organizations

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

Conditions of Recognition for Student Organizations

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

- Recognized Student Organizations are independently installed, organized, and managed by students enrolled and actively attending at the University.
- All student members of a University Recognized Student Organization must be enrolled in and must have posted positive attendance within the last 90 days.
- Recognized Student Organizations must operate under the appropriate bylaws and/or policies to ensure that their student members remain in good academic and financial standing with the University and are free from code of conduct violations and related disciplinary action.
- Recognized Student Organizations are recognized by, but not official units of University of Phoenix or Apollo Education Group, Inc.
- Recognized Student Organizations must have a published purpose/mission 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. Said items shall be submitted upon initial application and upon annual review or more frequently, as required or requested.
- Recognized 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.
- Recognized Student Organizations must have a University-approved Campus Liaison. The role of the Campus Liaison is voluntary and intended to serve as a liaison between the campus-based student organization and the University and to provide general guidance related to installing, organizing, leading, managing, assessing, and sustaining a healthy and productive student organization. If it becomes necessary for a student organization to be dissolved, the Campus Liaison will provide guidance/support to ensure a seamless exit strategy for the participating students, student organization, and the University. (Information pertaining to the minimum UOPX Campus Liaison criteria is provided on pages 11-12).
- Recognized Student Organizations may not possess any financial ties or result in any financial impact to University of Phoenix. All expenses related to installing, organizing, leading, managing, and/or sustaining a student organization are the sole responsibility of the student organization.
- The tax status of the University does not extend to student organizations. Student organizations must follow all local, state, and federal guidelines. Student organizations have sole responsibility for securing, maintaining, or demonstrating that they operate under the appropriate nonprofit tax exemptions (i.e., 501(c)(7)) or tax employer identification numbers, as appropriate. Under no circumstances are student organizations allowed to utilize the federal tax numbers or designations of University of Phoenix.
- Consistent with the University of Phoenix Mission, Recognized Student Organizations must strive to enhance the student experience, the University culture, and their communities as demonstrated with the organization's purpose/mission and charter.
- Recognized Student Organizations must meet all Conditions of Recognition and agree to abide by all University of Phoenix regulations, policies, and procedures. This includes, but is not limited to, all academic catalog policies, campus safety policies, consumer information policies, public relations policies, marketing/advertising guidelines, privacy policies, and the student, faculty, and staff codes of conduct.
- Recognized Student Organizations must be open to all students who meet the membership requirements. Recognized Student Organizations may not limit membership based on race, color, gender, age, religion, disability or perceived disability, veteran status, sexual orientation, gender identity, national origin, or any other category protected by federal, state, or local law.
- Student organizations must submit a Student Organization Recognition application to the University of Phoenix Office of Multicultural Affairs & Diversity 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 at the end of each fiscal year, August 31st. A request for recognition renewal must be submitted no later than August 31st each year to remain officially recognized as an organization. Exceptions will be made for new organizations 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 student organization recognition and continued compliance with regulatory, policy, and procedural changes.
- Student Organizations that are academically oriented or request to install an institutional-level chapter/charter must receive approval from the appropriate Institutional Sponsor (i.e., College/School Dean or Director-level representative in University of Phoenix Central Administration), as appropriate.
- The bylaws and/or policies for any student organization must meet the minimum standards outlined in the Recognized Student Organizations Handbook.
- Recognized Student Organizations must meet one of the University's approved Student Organization Types and Recognition Statuses as defined below.

**Approved Recognized Student Organization "Types"**

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

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

Student Health Insurance

Information on student health insurance coverage options may be obtained by contacting the Campus Operations Manager.

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 city, 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
The University or its designated agent reasonably believes that a disclosure is required or permitted by law, including public records law, or if required by applicable local, state, or federal law or policy.

If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.

If required to protect the confidentiality, integrity, or availability of computing and communication resources.

If required by applicable local, state, or federal law or policy.

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.

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 the University Office of Dispute Management or University of Phoenix Information Security.

Office of Dispute Management
4025 S. Riverpoint Parkway, Mail Stop: CF-K303
Phoenix, AZ 85040
602-557-5566
Email: uofphoenix@phoenix.edu

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

Response to a Reported Violation

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

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

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

The University may temporarily suspend any account, whether the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of information security personnel.

In the event of any inconsistency or conflict between this policy and any other 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 personal 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 is prohibited.

- Altering or attempting to alter files or systems without authorization.
The University of Phoenix Institutional Review Board (IRB) will conduct annual oversight of studies that are determined Non-Exempt. 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. Exempt studies are given an expiration date of three (3) years after the initial exempt determination. The Continuing Review of research form is found in the UOPX IRBNet system.

IRB Research: The UOPX IRB provides annual oversight of studies that are determined Non-Exempt. 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. Exempt studies are given an expiration date of three (3) years after the initial exempt determination. The Continuing Review of research form is found in the UOPX IRBNet system.

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

• All researchers associated with or conducting research at the University of Phoenix must gain appropriate approvals prior to conducting research. All research conducted by any student, faculty, or staff of UOPX is subject to Internal Board Review (IRB) approval. The IRB is a federally required review of all research requests to determine:
  • if the work is research,
  • if the research is on human subjects, AND
  • If human subjects are involved, the overall risks and if they are protected and treated fairly.

• Research in or on the University, 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 the University
  • requests that include University records, data, or materials
  • Utilizes University-associated systems, websites, and/or tools.

• All researchers using University of Phoenix as a subject for research require Committee on Research (COR) approval prior to UOPX Institutional Review Board (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 the University of Phoenix. If a person or group has received permission from COR to pursue research activities at the University and their activities will impact protected populations, as defined under federal law, they must still submit their proposed research to UOPX’s IRB or they must show that they have received approval from another university’s IRB. Approval by COR shall not be misconstrued as approval by an Institutional Review Board. Further approval from another, non-UOPX IRB prior to COR submission shall not be misconstrued as approval by COR.

• 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 University of Phoenix Students, Faculty, Staff or Data

• Research studies where University of Phoenix 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.

• The COR can be found at: https://research.phoenix.edu/content/committee-research Office of Scholarship Support

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.

• Course Attendance for Local Campus and In Person Residency: During the local campus to online transition resulting from the University’s response to the COVID-19 pandemic, positive attendance will be recorded for all local campus students who access the online Blackboard Collaborate session during the scheduled class time, as confirmed by session access recorded in Blackboard. Attendance will be recorded in the same manner while physical doctoral residencies are moved online.

• Admission Requirements for Applicants to the California Master of Arts in Education, Elementary & Secondary Teacher Education Programs (MAED/TED-E & S CA): For the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to the Level 2 Candidate Status deadline.

• Admission Requirements for Applicants to the Arizona Alternative Pathway Certificate Programs (CERT/AP-E AZ, CERT/AP-S AZ, CERT/AP-SE AZ): For the duration of time in which fingerprinting station closures and stay-in-place/social distancing measures are in effect due to COVID-19, candidates will be admissible without their fingerprinting clearance and TB exam results. These requirements will be temporarily moved to be Academic Progression requirements.

• Level 2 Candidacy Status Deadline Extension for BSED/E, BS/ED/ECH, MAED/TED-E AZ & CA, MAED/TED-S AZ & CA, and MAED/SPE Programs: For the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until the completion of 21 semester credits of the program.
• **Level 2 Candidacy Status Deadline Extension for the BSLS Program**: For the duration of time in which testing center and fingerprinting station closures are in effect due to COVID-19 response measures, students will not be required to meet Level 2 Candidate Status requirements until the completion of the 12th semester core credit in the program.

• **College of Education Clinical Experience, Clinical Practice, and Administrative Internships**: Due to COVID-19, potential exceptions related to the number of hours/weeks of clinical experiences/clinical practice/administrative internships may be altered as permissible by State Departments of Education. Furthermore, given testing station closures, exceptions may be made to testing deadlines and requirements as permissible by State Departments of Education.

• **Leave of Absence (LOA) Requests**: LOA requests related to the COVID-19 pandemic will be treated as an unforeseen circumstance.

• **BSHS Field Experience Requirements Exception**: The field experience hours and related requirements for BSHS students may be altered or removed where circumstances related to COVID-19 prevention measures interfere with students' ability to meet those requirements.

• **College of Nursing MSN/FNP Immersive Residency Exception**: For the duration of time in which restrictions are in place due to COVID-19, the 5-day immersive experience (residency) during NRP/571 will be offered as a 3-day in person residency if the student chooses to complete the designated portion of the experience virtually.

• **Excused Absence without Documentation**: For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit students in a degree or certificate program to receive an excused absence for any COVID-19 related reason without providing any supporting documentation, one time per program. This allowance is in addition to the existing exception to the University’s Course Attendance policy allowing for one excused absence without supporting documentation per program.

• **Modality Change Exception**: For the duration of time in which the aforementioned COVID-19 prevention and control measures are in place, the University will permit local campus students to take up to seven consecutive courses via the online modality before they are required to sign a new Enrollment Agreement to be considered a permanent transfer to the online modality.
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, contact the campus director or designee at a University of Phoenix location during regular business hours. A list of campus locations is available at https://www.phoenix.edu/campus-locations.html

ABOUT UNIVERSITY OF PHOENIX

Accreditation, Licensures, Reviews and Approvals

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

Federal

U.S. Department of Education, Certificate of Eligibility
The University of Phoenix has been approved by the Department of Education to participate in each of the following listed Title IV HEA programs:
- Federal Pell Grant Program
- Federal Direct Student Loan Program
- Federal Supplemental Educational Opportunity Grant Program
- Federal Work Study

Regional Accreditation


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/

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 and district, either through licensure, registration, general or specific approvals, consent, or exemption.
- Arizona State Board for Private Postsecondary Education
- California Bureau for Private Postsecondary Education
- Colorado Department of Higher Education, Commission on Higher Education: Office of Private Postsecondary Education
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- Hawaii Post-secondary Education Authorization Program
- Illinois Board of Higher Education
- Nevada Department of Employment, Training and Rehabilitation: Employment Security Division, Commission on Postsecondary Education
- New Jersey Office of the Secretary of Higher Education
- Board of Governors for the University of North Carolina
- Pennsylvania Department of Education
- Texas Higher Education Coordinating Board
- Utah Department of Commerce, Division of Consumer Protection
- State Council of Higher Education for Virginia
- Washington Student Achievement Council

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

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

Nursing Accreditation
The Bachelor of Science in Nursing and the Master of Science in Nursing programs at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, please visit http://www.ccneaccreditation.org/

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

College of Social and Behavioral Sciences and Counseling Programs
The Master of Science in Counseling program in Clinical Mental Health Counseling at the Arizona and Utah Campuses are 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
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
(703) 535-5990

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

The following initial teacher preparation programs are accredited at the Hawaii Campus:
• Bachelor of Science in Education/Elementary Education
• Master of Arts in Education/Elementary Education
• Master of Arts in Education/Secondary Education
• Master of Arts in Education/Special Education

For additional information, please visit http://caepnet.org/

Council for the Accreditation of Educator Preparation
1140 19th St NW, Suite 400
Washington, DC 20036
(202) 223-0077

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

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) 587-1554.

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

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

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

Admissions and Records Service Center
4025 S. Riverpoint Pkwy.
Mail Stop: CF-L308
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 Borrowing
During the period of time spanning September 1, 2018, through August 31, 2019, 56.5% of students enrolled received federal student loans.

Loan Default Rate
The University’s loan default rate for Fiscal Year 2016 was 12.3 and the national average was 10.1. The University’s loan default rate for Fiscal Year 2015 was 12.3 and the national average was 10.8.

Average Federal Loan Borrowing
Annually, the University calculates the average federal loan borrowing by its students. For students who attended the University during the period July 1, 2018 to June 30, 2019, the average cumulative federal loan borrowing is displayed below. Your borrowing may be different.

<table>
<thead>
<tr>
<th></th>
<th>Average Cumulative Federal Loans</th>
<th>Standard Monthly Payment Period</th>
<th>Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$25,929</td>
<td>120 months</td>
<td>5.4%</td>
</tr>
<tr>
<td>PLUS Loans Only**</td>
<td>$16,022</td>
<td>120 months</td>
<td>7.6%</td>
</tr>
<tr>
<td>Subsidized, Unsubsidized, and/or PLUS Loans***</td>
<td>$27,221</td>
<td>120 months</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

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 2013-2014 cohort and the percentages of those students who graduated within 150% by Aug 31, 2019.

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 2013-2014 cohort year (Sept. 1 - Aug. 31).

| FTFT Degree- or Certificate-seeking Undergraduate Students in the 2013-2014 Cohort |
|---------------------------------|---------------------------------|---------------------------------|
| Enrolled FTFT Undergraduates    | Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed | Graduation Percent |
| Totals                          | 18,767                          | 2,921                           | 16%              |
| Male                            | 6,758                           | 875                             | 13%              |
| Female                          | 12,009                          | 2,046                           | 17%              |
| Nonresident Alien               | 6                               | 0                               | 0%               |
| Hispanic/Latino                 | 1,785                           | 340                             | 19%              |
| American Indian/Alaskan Native  | 148                             | 21                              | 14%              |
| Asian                           | 150                             | 40                              | 27%              |
| Black or African American       | 3,850                           | 440                             | 11%              |
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.

<table>
<thead>
<tr>
<th>FTFT Degree- or Certificate-seeking Undergraduate Students in the 2013-2014 Cohort</th>
<th>Enrolled FTFT Undergraduates</th>
<th>Enrolled FTFT Undergraduates Graduated Within 150% Timeframe Allowed</th>
<th>Graduation Percent Enrolled FTFT Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>18,767</td>
<td>2,921</td>
<td>16%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>129</td>
<td>25</td>
<td>19%</td>
</tr>
<tr>
<td>White</td>
<td>7,486</td>
<td>1,519</td>
<td>20%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>591</td>
<td>101</td>
<td>17%</td>
</tr>
<tr>
<td>Race or Ethnicity Unknown</td>
<td>4,622</td>
<td>435</td>
<td>9%</td>
</tr>
<tr>
<td>Pell Grant Recipients</td>
<td>12,835</td>
<td>1,944</td>
<td>15%</td>
</tr>
<tr>
<td>Subsidized Stafford Loan Recipients who did not receive a Pell Grant</td>
<td>430</td>
<td>121</td>
<td>28%</td>
</tr>
<tr>
<td>Students who received neither Pell Grants nor Subsidized Stafford Loans</td>
<td>5,502</td>
<td>856</td>
<td>16%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>161,560</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53,770</td>
<td>33.3%</td>
</tr>
<tr>
<td>Female</td>
<td>107,790</td>
<td>66.7%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1,133</td>
<td>0.7%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>18,448</td>
<td>11.4%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>1,007</td>
<td>0.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>2,838</td>
<td>1.8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>34,055</td>
<td>21.1%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1,111</td>
<td>0.7%</td>
</tr>
<tr>
<td>White</td>
<td>45,339</td>
<td>28.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>4,088</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

*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.

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, 2018, through June 30, 2019. Of the total enrolled students, those who received Pell Grant funds during the July 1, 2018, through June 30, 2019, time frame are shown in Table 2.
Note: Information reported on student diversity for all enrolled students is from the IPEDS 12 Month Enrollment Survey (July 1, 2018, to June 30, 2019). Pell recipients were those students from the 12 Month Enrollment Survey who were disbursed Pell funds during the July 1, 2018, to June 30, 2019 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 23% of students who completed a bachelor's degree from University of Phoenix between July 1, 2018, and June 30, 2019, 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
- Mental Health Counseling

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

<table>
<thead>
<tr>
<th></th>
<th>Total Enrolled</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>161,560</td>
<td>100%</td>
</tr>
<tr>
<td>Unknown</td>
<td>53,541</td>
<td>33.1%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Total Enrolled</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant Recipients</td>
<td>61,563</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>16,742</td>
<td>27.2%</td>
</tr>
<tr>
<td>Female</td>
<td>44,821</td>
<td>72.8%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>19</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>7,588</td>
<td>12.3%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>425</td>
<td>0.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>642</td>
<td>1.0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>15,625</td>
<td>25.4%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>407</td>
<td>0.7%</td>
</tr>
<tr>
<td>White</td>
<td>16,226</td>
<td>26.4%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1,899</td>
<td>3.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>18,732</td>
<td>30.4%</td>
</tr>
</tbody>
</table>

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

Alumni Occupations
The following represents occupations of University of Phoenix alumni, based on a survey completed in 2012 between January 25 and March 2 by 31,507 respondents:

University of Phoenix Alumni Occupation*

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineer/Architect (including technology)</td>
<td>2%</td>
</tr>
<tr>
<td>Finance/Accountant</td>
<td>5%</td>
</tr>
<tr>
<td>Teacher/Educator/Education Administrator</td>
<td>10%</td>
</tr>
<tr>
<td>Sales/Marketing Representative</td>
<td>4%</td>
</tr>
<tr>
<td>Registered Nurse/Other Nursing Professional</td>
<td>6%</td>
</tr>
<tr>
<td>Executive/Manager/Administrator</td>
<td>9%</td>
</tr>
<tr>
<td>Operations/Production</td>
<td>6%</td>
</tr>
</tbody>
</table>

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

University of Phoenix Alumni Employment by Industry*

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services</td>
<td>17%</td>
</tr>
<tr>
<td>Education</td>
<td>16%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>5%</td>
</tr>
<tr>
<td>Retail Trade (Non-Restaurant)</td>
<td>5%</td>
</tr>
<tr>
<td>Technology</td>
<td>5%</td>
</tr>
<tr>
<td>State and Local Government</td>
<td>5%</td>
</tr>
<tr>
<td>Business Services</td>
<td>2%</td>
</tr>
<tr>
<td>Social Services</td>
<td>2%</td>
</tr>
<tr>
<td>Insurance</td>
<td>2%</td>
</tr>
<tr>
<td>Transportation</td>
<td>2%</td>
</tr>
<tr>
<td>Finance/Financial Services</td>
<td>2%</td>
</tr>
<tr>
<td>Banking</td>
<td>2%</td>
</tr>
<tr>
<td>Military</td>
<td>2%</td>
</tr>
</tbody>
</table>
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 for academic year 2016–2017:

- **Arizona**
  - Professional knowledge — Elementary: 100%
  - Professional knowledge — Secondary: 100%
  - Professional knowledge — Early Childhood: Fewer than 10 candidates, score not provided
  - Aggregate professional knowledge: 100%
  - Aggregate content areas: 95.5%
  - Special populations: 98%

- **California**
  - California basic educational skills test (CBEST): 100%
  - Reading instruction competence assessment (RICA) — Elementary only: 70%
  - Aggregate content areas: 99%

- **Colorado**
  - Aggregate academic content areas: 100%

- **Hawaii**
  - Aggregate basic skills: Fewer than 10 candidates, score not provided
  - Aggregate professional knowledge: Fewer than 10 candidates, score not provided
  - Aggregate academic content areas: Fewer than 10 candidates, score not provided

- **Indiana**
  - Aggregate basic skills: Fewer than 10 candidates, score not provided
  - Aggregate academic content areas: Fewer than 10 candidates, score not provided

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

- **Nevada**
  - Aggregate basic skills: 100%
  - Aggregate academic content areas: 100%
  - Aggregate professional knowledge: Fewer than 10 candidates, score not provided
  - Aggregate teaching special education: Fewer than 10 candidates, score not provided

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

- **Utah**
  - Aggregate academic content areas: Fewer than 10 candidates, score not provided
  - Aggregate teaching special populations: Fewer than 10 candidates, score not provided

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

**Technician/Technologist** 4%

**Other Health Professional** 4%

**Protective Services (Police, Fire, Security)** 3%

**Admin Support, Records/Data Processor** 8%

**Consultant** 2%

**Human Resources** 2%

**Psychologist, Counselor, Social Worker** 2%

**Business Owner** 3%

**Other** 22%
Program Information for Academic Year 2016–2017

<table>
<thead>
<tr>
<th></th>
<th>AZ</th>
<th>CA</th>
<th>CO</th>
<th>HI</th>
<th>IN</th>
<th>MO</th>
<th>NM</th>
<th>NV</th>
<th>TX</th>
<th>UT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students enrolled</td>
<td>7,462</td>
<td>1,310</td>
<td>119</td>
<td>136</td>
<td>72</td>
<td>64</td>
<td>127</td>
<td>300</td>
<td>56</td>
<td>95</td>
</tr>
<tr>
<td>Number of students in student teaching</td>
<td>779</td>
<td>147</td>
<td>13</td>
<td>18</td>
<td>12</td>
<td>24</td>
<td>92</td>
<td>32</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Number of supervising faculty including part- and full-time</td>
<td>473</td>
<td>76</td>
<td>17</td>
<td>15</td>
<td>6</td>
<td>24</td>
<td>13</td>
<td>20</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Student-to-faculty ratio for student teaching</td>
<td>2:1</td>
<td>2:1</td>
<td>1:1</td>
<td>1:1</td>
<td>2:1</td>
<td>1:1</td>
<td>7:1</td>
<td>2:1</td>
<td>1:1</td>
<td>1:1</td>
</tr>
<tr>
<td>Average hours per week in student teaching</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Number of weeks of student teaching</td>
<td>12</td>
<td>15</td>
<td>15</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Is the Teacher Education Program currently approved by the state?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the Teacher Education Program currently designated as low performing?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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://fafsa.gov. 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. Admissions and program requirements vary by state. Please refer to the Academic Catalog for state- and/or program-specific information at https://www.phoenix.edu/degrees/academic-catalog.html.

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

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

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

Referrals to the Office of Inspector General

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

Federal, State and Institutional Financial Aid Programs

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program 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.

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 non-citizen,
- 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 registered with the Selective Service Administration, if required by law
- 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 maintain satisfactory academic progress in college or career school
- Must not be in default on any prior federal student loan
- Must be meeting the University’s Financial Aid Satisfactory Academic Progress standards,*
University of Phoenix, 2019-2020

- 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,
- Must be enrolled at least half-time to be eligible for federal Direct Loan program funds

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 have 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.

Grant Programs

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants may be awarded to undergraduate students who have not earned a bachelor’s or a professional degree. The amount of aid students can receive varies depending on their financial need, cost of attendance and other eligibility criteria. Students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent: 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

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

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, 2019, and before October 1, 2020 must be reduced by 5.9 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

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

State Grant/Aid Programs

Students may also be eligible to receive funding through state grant or scholarship programs where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based or dependent on other specific conditions. Contact 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. Where work or other requirements are included in order to preclude the conversion of a scholarship or grant to a loan, the University makes no representation or warranty as to whether a graduate will be able to obtain such employment or fulfill such other requirements.

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

OHIO

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

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

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

VERMONT

Vermont Student Assistance Corp (VSAC)
888.307.8722 | Burlington area 654.3765
https://www.vsac.org

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

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/scholarships.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
• 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:

• 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 or not 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/scholarships/institutional-scholarships.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 worked 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 to learn more.

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 halftime.

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, 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 Application and Master Promissory Note (MPN) for Direct PLUS Loans, visit https://studentaid.gov/app/launchMpn.action 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, visit https://studentaid.gov/app/subUnsubHTMLPreview.action, attached to the Master Promissory Note (MPN)

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/app/mpnPlusHTMLPreview.action, 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/app/launchMpn.action

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/app/mpnPlusHTMLPreview.action, 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/app/launchPLUS.action?plusType=gra

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

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

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Dependent Undergraduate Student</th>
<th>Independent Undergraduate Student</th>
<th>Graduate/Professional Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Freshman</td>
<td>$5,500 - No more than $3,500 of this amount can be a subsidized loan</td>
<td>$9,500 - No more than $3,500 of this amount can be a subsidized loan</td>
<td>$20,500 Unsubsidized Loan only.* The aggregate amounts for graduate students include loans for undergraduate study.</td>
</tr>
<tr>
<td>2 Sophomore</td>
<td>$6,500 - No more than $4,500 of this amount can be a subsidized loan</td>
<td>$10,500 - No more than $4,500 of this amount can be a subsidized loan</td>
<td>-</td>
</tr>
<tr>
<td>3 &amp; 4 Junior and Senior</td>
<td>$7,500 - No more than $5,500 of this amount can be a subsidized loan</td>
<td>$12,500 - No more than $5,500 of this amount can be a subsidized loan</td>
<td>-</td>
</tr>
</tbody>
</table>

Maximum total loan debt (aggregate loan limits)

| 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 |

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.

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

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

Federal Education Loan Interest Rates and Origination Fees

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

Interest Rate Cap for Military Members

During military service, students who qualify under the Service-members Civil Relief Act may be eligible for a 6% interest rate cap on the loans obtained before entering military service. Qualifying students must contact their loan servicer to request this benefit. In addition, no interest is charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after Oct. 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war, other military operation or national emergency, and serving in an area of hostilities qualifying for special pay. Qualifying students should contact their loan servicer for eligibility details and to request this benefit.

Prior Federal Loans and Financial Aid History

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

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/

Washington Student Loan Advocate Statement

For Washington State residents seeking information and resources about student loan repayment, or seeking to submit a complaint relating to your student loans or student loan servicer, please visit https://wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.
Financial Aid Awarding

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

Academic Year Requirements for Financial Aid Recipients

The University defines its academic year 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.
- 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.
- Master’s Competency Based Education (CBE) Programs are a minimum of 24 credits and 32 weeks of instructional time.
- Master’s (non-CBE) programs are a minimum of 24 credits and 48 weeks of instructional time.
- Doctoral programs are a minimum of 24 credits and 48 weeks of instructional time.

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

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

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

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

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 chart lists the University’s current COA. To learn more about the University’s COA, refer to the Cost of Attendance Policy in the appendices.

<table>
<thead>
<tr>
<th>Cost of Attendance Components</th>
<th>Undergraduate Certificate***</th>
<th>Associate 9 Week</th>
<th>Associate 5 Week</th>
<th>Bachelor’s Degree</th>
<th>Graduate Certificate***</th>
<th>Master’s Degree (non CBE)</th>
<th>Master’s Degree (CBE)</th>
<th>Doctoral Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition*</td>
<td>$8,298</td>
<td>$9,477</td>
<td>$9,480</td>
<td>$9,380</td>
<td>$12,402</td>
<td>$15,672</td>
<td>$7,200</td>
<td>$19,344</td>
</tr>
<tr>
<td>Resource Fees</td>
<td>$1,188</td>
<td>$1,359</td>
<td>$1,360</td>
<td>$1,360</td>
<td>$1,170</td>
<td>$1,560</td>
<td>-</td>
<td>$1,644</td>
</tr>
<tr>
<td>Living Expense and Loan Fees**</td>
<td>Total $7,515</td>
<td>Total $7,524</td>
<td>Total $8,360</td>
<td>Total $8,370</td>
<td>Total $7,560</td>
<td>Total $10,092</td>
<td>Total $6,728</td>
<td>Total $10,068</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$4,923</td>
<td>$4,923</td>
<td>$5,470</td>
<td>$5,470</td>
<td>$4,923</td>
<td>$10,092</td>
<td>$4,376</td>
<td>$10,068</td>
</tr>
<tr>
<td>Transportation/Miscellaneous/Personal care expenses</td>
<td>$2,556</td>
<td>$2,556</td>
<td>$2,840</td>
<td>$2,840</td>
<td>$2,556</td>
<td>$6,564</td>
<td>$2,272</td>
<td>$6,564</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$36</td>
<td>$45</td>
<td>$50</td>
<td>$60</td>
<td>$81</td>
<td>$120</td>
<td>$80</td>
<td>$96</td>
</tr>
<tr>
<td><strong>Annual COA</strong></td>
<td>$17,001</td>
<td>$18,360</td>
<td>$19,200</td>
<td>$19,110</td>
<td>$21,132</td>
<td>$27,324</td>
<td>$13,928</td>
<td>$31,056</td>
</tr>
</tbody>
</table>

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

**The living expense component for students receiving Military Basic Allowance for Housing (BAH) only includes an allowance for board.

Living expenses include allowances for room and board, transportation and miscellaneous educational expenses.

***The figures provided for undergraduate programs are illustrative and based on 24 credits.

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

For detailed information regarding actual tuition fees for programs and locations, contact a finance advisor or visit the tuition and fees calculator web page at http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html. For a list of all tuition and fees at the University, visit https://www.phoenix.edu/degrees/academic-catalog.html.
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. For examples of other resources, please refer to the Packaging Philosophy Policy.

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

If the University receives 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 or returning awards to the funding source. Funds will be returned in the order most beneficial to the student. Please refer to the Overawards and Overpayments Policy for further information.

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.

Undergraduate Grade-Level Determination

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Completed for Primary Program (Includes Transfer Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GL 1 (freshman)</td>
<td>0-24</td>
</tr>
<tr>
<td>GL 2 (sophomore)</td>
<td>24-48</td>
</tr>
<tr>
<td>GL 3 (junior)</td>
<td>49-72</td>
</tr>
<tr>
<td>GL 4 (senior)</td>
<td>73+</td>
</tr>
</tbody>
</table>

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

Verification

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

Professional Judgment

The University may exercise discretion to accommodate special circumstances, with respect to some aspects of eligibility, using professional judgment. Professional judgment allows the University to treat a student individually when the student has special circumstances not sufficiently addressed by standard procedures. The University uses professional judgment on a case-by-case basis. Special circumstances will include conditions that differentiate an individual student from a whole class of students and those 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)).

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

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

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

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

NOTE: The use of professional judgment is neither limited to nor required in the situations mentioned above. And, the University will complete verification before exercising professional judgment for students who have been selected for verification.
Conflicting Information
The University must identify and resolve discrepancies in the information received from different sources with respect to a student's application for federal student aid. Conflicting information must be resolved before or after Federal Student Aid Program funds have been disbursed. Some of these areas include but are not limited to:
- All student applications (e.g., Admissions Application, FAFSA, etc.)
- Need analysis documents received from ED (e.g., Institutional Student Information Records (ISIRs))
- Federal Tax Return Transcripts and copies of federal tax returns
- Information regarding a student's citizenship
- Previous educational experience (e.g., school credentials such as a high school diploma)
- Documentation of the student's Social Security Number (SSN)
- Other factors relating to the student's eligibility for Federal Student Aid Programs (e.g., compliance with the Selective Service registration requirement)

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

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

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.

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

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

The veteran will be informed of the probation, and a notation to the student VA file will 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. To reapply, a formal application for admission must be submitted in accordance with University admission procedures. In addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent; and why they should be given favorable consideration for readmission.

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

Student Financial Responsibilities, Policies and Options

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

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

A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions until the amount owed is paid in full or satisfactory payment arrangements are made. All costs of collection, court costs and reasonable attorneys’ fees will be added to delinquent accounts collected through third parties. University of Phoenix may obtain a current credit report as needed to support decisions to defer tuition payment or to assist in the collection of amounts owed.
Electronic Course Materials and Books Fees
Electronic course materials and books for each course must be paid at the time they are ordered or in accordance with a student’s stated payment option. Electronic course materials fees are nonrefundable, unless prohibited by law. 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 Tax
Various states require universities to collect a tax on tuition, fees, digital goods or access to digital information. The University will collect the appropriate tax on tuition, fees and electronic course materials fees charged to the student in these states. Contact Student Financial Services for the current list of states requiring 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 promotions 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.

Institutional Refund Policy
A tuition refund may be granted in accordance with the institutional refund policy to those who qualify, unless a specific state refund policy applies. The state policy will supersede the institutional policy unless the institutional policy is more beneficial for the student. A complete list of state refund policies is located in the Academic Catalog. All other fees are nonrefundable, unless prohibited by law.

Payment Policies
Payments are accepted on the student website (https://ecampus.phoenix.edu/portal/portal/public/login.aspx) by check, credit card or debit card. 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 and electronic course materials fees will be charged to that card. Automatic payments are set prior to each course upon request.

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

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

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

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

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

Tuition Refund Policy

<table>
<thead>
<tr>
<th>Weeks Attended</th>
<th>Refund for 5-Week Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Week</td>
<td>80% Refund</td>
</tr>
<tr>
<td>2 Weeks</td>
<td>60% Refund</td>
</tr>
<tr>
<td>3 Weeks</td>
<td>40% Refund</td>
</tr>
<tr>
<td>4 Weeks</td>
<td>No Refund</td>
</tr>
<tr>
<td>5 Weeks</td>
<td></td>
</tr>
</tbody>
</table>

* Attendance for doctoral residency is submitted after the student has attended and completed all days in the residency.
State
If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University Institutional Refund Policy. In the event that there is a conflict in the policies, the state policy will supersede the general University policy, unless the University policy is better for the student's situation. These policies are outlined below.

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

California
Students in the state of California will have tuition refunded using the University Institutional Refund Policy with the following exception: Students have the right to cancel the Enrollment Agreement and obtain a refund of charges paid through attendance at the first class session or the seventh day after enrollment, whichever is later. To cancel enrollment, the student must submit a written request postmarked on or before the applicable time period to the campus services operations manager at the appropriate address listed below.

Refund administrative address for students attending any of the five California campuses (Southern California, San Diego, Bay Area, Central Valley and Sacramento Valley):

University of Phoenix
3110 E Guasti Road
Ontario, CA 91761

Refund administrative address for California residents attending Online:

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

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

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

Georgia
Students in Georgia will have tuition refunded using the University Institutional Refund Policy in addition to:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they rescind their Enrollment Agreement, or withdraw, within 72 hours of signing.
- Students providing written notification of withdrawal prior to the first class session or who have been out of attendance for more than 14 days will receive a full refund of tuition and fees paid for the unattended course.
- Refunds are paid within forty-five (45) days of a student's official withdrawal.
- A student who is out of attendance for more than 14 days is considered withdrawn from the course.

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

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

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

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.
Financial Options

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

Cash Plan

The Cash Plan is available to students who will be using e-checks or credit cards to pay for tuition and electronic course materials fees. Under the Cash Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period, which is payable in full at the time of invoice or incrementally prior to the start of each applicable course. To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Federal Financial Aid Plan

The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition and electronic materials fees. Under the Federal Financial Aid Plan, tuition and electronic materials fees will be assessed and invoiced in a single invoice at the beginning of the payment period. The University will defer payment of applicable tuition and electronic course materials fees as invoiced based on anticipated federal grant and/or loan disbursements. The Federal Financial Aid Plan requires all federal aid disbursed to be applied to tuition and electronic course materials fees invoiced. Tuition and electronic materials fees 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. To learn more, please visit https://www.phoenix.edu/student-orientation/paying-for-school.html

Tuition Deferral Plan

The Tuition Deferral Plan is available for students who will receive military education benefits or whose employers offer to repay some or all of their employees’ tuition. Under the Tuition Deferral plan, tuition and electronic materials fees 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 and will defer payment of applicable tuition invoiced based on these agencies’ reimbursement policies and timeline. Electronic materials fees are payable in full at the time of invoice or incrementally prior to the start of each applicable course.

Employer Tuition Reimbursement

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

Third-Party Billing Plan

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

Approved Employer

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

American Indian Tribal Nation Education Benefits

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

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. Applications for veteran education benefits should be sent to a local campus point of contact, school certifying official at University of Phoenix central administration or Student Financial Services for submission to the U.S. Department of Veterans Affairs (VA). 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 military history 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 1 (888 442 4551) or review http://www.gibill.va.gov

If the VA determines that the student is not eligible for federal VA education benefits or determines 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, http://www.gibill.va.gov, 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 may not always 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 a regionally accredited or candidate-for-accreditation college or university will be evaluated according to University policies, and accepted subject to the approval of the University Office of Admissions and Evaluation. Transfer credits based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University Office of Admissions and Evaluation or Prior Learning Assessment Center are final. Any preliminary reviews by campus personnel are unofficial, not binding, and subject to change. Students receiving Chapter 30, 32, 33, 35, 1606 and 1607 benefits while attending University of Phoenix North Carolina campuses are required to submit a copy of high school transcripts if they are transferring fewer than 24 credits to University of Phoenix from a previously attended postsecondary institution. Students receiving Chapter 30, 32, 33, 35, 1606 and 1607 benefits while attending University of Phoenix Florida campuses are required to request and provide all prior transcripts for evaluation in order to be certified for federal VA education benefits past two terms, all transcripts must be received.

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

A student can currently receive 100% of federal tuition assistance from military service, with a $250 cap per semester hour. 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, to include 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 service members 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 cancelled 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. Examples based on course length include:
Here is an illustrative example of a refund for a 5-week course at the University:

<table>
<thead>
<tr>
<th>Weeks Attended</th>
<th>Refund for a 5-Week Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Week</td>
<td>80% Returned</td>
</tr>
<tr>
<td>2 Weeks</td>
<td>60% Returned</td>
</tr>
<tr>
<td>3 Weeks</td>
<td>40% Returned</td>
</tr>
<tr>
<td>4 Weeks</td>
<td>No Return</td>
</tr>
<tr>
<td>5 Weeks</td>
<td></td>
</tr>
</tbody>
</table>

In instances when a Service member stops attending due to a military service obligation, the University will work with the affected Service member 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 Counseling**

**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 entrance counseling module is displayed within the University financial aid website. 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
- Information on the National Student Loan Data System (NSLDS), https://.nslds.ed.gov/nsls_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower’s maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- 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 Loan Exit Counseling**
The University notifies students to complete loan exit counseling online at the U.S. Department of Education website (https://studentloans.gov/myDirectLoan/index.action) within 30 days of completion of a program, withdrawal from the University or when a student ceases to be enrolled at least half-time. Exit counseling generally includes the following:
- An explanation of the use of a Master Promissory Note (MPN)
- The importance of repayment obligation
- A description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower’s rights and responsibilities
- Information on the National Student Loan Data System (NSLDS), https://nslds.ed.gov/nsls_SA/
- Information on possible loss of eligibility for additional Direct Subsidized Loans
- Information on how a borrower’s maximum eligibility period, remaining eligibility period and subsidized usage period are determined
- The potential for a borrower becoming responsible for all accruing interest on Direct Subsidized Loans during in-school periods, grace periods and periods of authorized determent
- The impact of borrower responsibility for accruing interest on the borrower’s total debt
- Other terms and conditions

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

**Federal Loan Repayment**

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

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

Receiving a deferment is not automatic; therefore, the student or parent(s) must apply for it. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding deferments may be viewed at https://studentaid.gov/manage-loans/lowerr-payments/get-temporary-relief
Loan Payment Calculator

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

Sample Standard Repayment Calculator Detail

<table>
<thead>
<tr>
<th>Loan Amount</th>
<th>$12,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Rate</td>
<td>6.80%</td>
</tr>
</tbody>
</table>

Repayment Summary

<table>
<thead>
<tr>
<th>Months in Repayment</th>
<th>120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Payment</td>
<td>$138</td>
</tr>
<tr>
<td>Total Interest Payment</td>
<td>$4,572</td>
</tr>
<tr>
<td>Total Loan Payment</td>
<td>$16,572</td>
</tr>
</tbody>
</table>

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

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

Extended Repayment (Fixed or Graduated Plans) - Only available for loan amounts greater than $30,000
Payment amounts under the Pay As You Earn, Revised Pas As You Earn, Income-Based and Income-Contingent repayment plans will be available in the Repayment Estimator after you enter tax filing status, adjusted gross income, family size and state of residence

Federal Student Loan Consolidation

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

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

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

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

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 discharge available:

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

Detailed information on these options is available at https://studentaid.gov/repaymentEstimator.action

Financial Aid Disbursements

Federal Funds

In order for the University to make the first disbursement of the first Direct Loan that a student (or parent) borrower receives for each new award year, the student (and parent, if receiving parent PLUS loans) must:

- View their current federal student loan debt via the StudentAid.gov website; AND
- Acknowledge they have seen this amount

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

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

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

<table>
<thead>
<tr>
<th>First Disbursement Eligibility</th>
<th>Second Disbursement Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct First-Time, First-Year Borrower</td>
<td>30 days after academic year or program start date</td>
</tr>
<tr>
<td>Direct Subsequent Borrower, Parent PLUS, and Graduate/Professional PLUS</td>
<td>3 days after the academic year start date or 3 days after date of certification if the academic year start date is in the past</td>
</tr>
</tbody>
</table>

### Federal Grants

<table>
<thead>
<tr>
<th>Grant</th>
<th>First Disbursement Eligibility</th>
<th>Second Disbursement Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant</td>
<td>3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past</td>
<td>Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>Iraq Afghanistan Servicemembers Grant (IASG)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Student Education Opportunity Grant (FSEOG)</td>
<td>3 days from the academic year start date or 3 days from date of certification if the academic year start date is in the past</td>
<td>Successfully completes ½ weeks and credits in academic year or program, is meeting SAP and has posted attendance for the second payment period</td>
</tr>
<tr>
<td>State and Institutional Grants</td>
<td>Varies: Dependent on individual state requirements</td>
<td>Varies: Dependent on individual state requirements</td>
</tr>
<tr>
<td>Private Loans</td>
<td>Varies: Dependent on individual state requirements</td>
<td>Varies: Dependent on individual state requirements</td>
</tr>
</tbody>
</table>

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

### Voucher for Books - Effective for Pell Eligible Students after July 1, 2011

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. The University will pay the excess federal financial aid funds 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. For more information, please review the Federal Financial Aid Credit Balance Policy in the Financial Aid Policies appendix.

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. Any requests received after the 30 days but prior to 110 days from the disbursement date will be honored as a partial cancellation based on Title IV funds that are currently unapplied. The University notifies the student/parent in writing of the outcome of his or her request regardless of when the cancellation request is received.

### State Funds

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

If a student who is receiving federal financial aid funds wishes to change programs at the University, the student should first contact his/her academic counselor for information on how the program change may impact his/her financial aid award now and in the future. Federal regulations require the University to re-evaluate the academic year, loan period and payment periods for a student who changes programs while attending the University.

Academic years for students who change programs at the University will be established based on the credit hours remaining in the student's new program. Federal financial aid funds awarded for the new program will be based on the student's remaining eligibility. When a student who is receiving federal financial aid funds changes his/her program, the University will perform a Return of Title IV (R2T4) calculation for the applicable payment period of the program the student is transferring out of and update the program's AY/LP/payment periods accordingly. (Please refer to the Return to Title IV Policy for additional information)

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

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

Determining Enrollment at the University

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

Course Attendance Policy

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

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.

Leave of Absence

Any student wishing to request a Leave of Absence (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 website. Refer to the University’s Academic Leave of Absence Policy found in the University’s Academic Catalog for further information. Students utilizing federal financial aid funds who are granted an approved LOA will have impacts to their federal financial aid. Please refer to the Leave of Absence Policy found in the appendix of this Consumer Information Guide for further information as this policy addresses the impact to federal financial aid recipients when there is an approved temporary interruption in a student’s program of study, which is referred to as an LOA.

Return of Title IV Policy

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). For more information on the Return of Title IV, refer to the Return of Title IV policy in the Financial Aid Policies appendix.

Consumer Policies and Codes of Conduct

University of Phoenix Family Educational Rights and Privacy Act

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

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

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

Note: University Orientation Workshops are not considered university courses.

Access to Education Records

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

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

The following are not interpreted as education records:

- Personal records maintained by an individual; must be kept in the sole possession of the individual and are not accessible to others
- Records of the law enforcement unit of an educational institution
- Personnel records; records related to a person as an employee not used for any other purpose
- Medical records

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

- 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 Request form on record.

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

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

Information Not Released - Non-Directory

Information that must not be released:

- In compliance with FERPA, the following student information shall not be released by the University without prior written or authorized electronic consent of the student, a judicial order or a lawfully issued subpoena. The student's signature on the written requests shall be verified before acting upon the request.
  - Place of birth
  - Month and day of birth
  - Social Security number (SSN), individual record number (IRN) or personal identification number (PIN)**
  - Grades or grade point averages
  - Course schedules
  - Employment information including: employer, position held, work address or work telephone number
  - Academic performance information, such as academic suspension, probation disqualification or academic dishonesty charges
  - Admission information, including test scores or entry grade point averages
  - Financial and accounting information
  - Gender*
  - Race*
  - Ethnicity*
  - Citizenship*
  - Country of origin*

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

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

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

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

Exceptions: 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 her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment
- Person or company with whom the University has contracted as its agent acting as a school official to provide a service instead of using University employees or officials such as Apollo Education Group, Aptimus, Protiviti, National Student Clearinghouse, LLC, Taylor Corporation, Education Sales Management, SCRIP-SAFE, InsideTrack, Salesforce, Iron Mountain, Vocado, iGrad, Google, Regent Education, TK20, College Board, Loan Science, Civitas, Pendo.io, Inc., Blackboard, and other services.
- 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, amount of aid, conditions for aid and/or enforcement of terms and conditions of the aid.)
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- Authorized representatives of the Comptroller General of the United States, Secretary of Education, or state and local educational authorities
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, pursuant to state law
- To appropriate officials to comply with federal law (e.g., the USA Patriot Act, Solomon Amendment, SEVIS program)
• Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act.

• The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and he or she has been found to have violated the institution’s policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.

• The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a nonforcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.

• The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.

• If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the institution to defend itself.

• The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code or to parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated.

• A person or company that University of Phoenix is contracted with as its agent to perform a service and/or benefit such as healthcare insurance and coverage.

• A school official is defined as:
  • A person employed by the University in an administrative, supervisory, academic, research or support staff position.
  • A person employed by or under contract to the University to perform a task.
  • A person serving on an institutional governing body or committee.

• A school official has a legitimate educational interest if:
  • Performing a task specified in his or her job description or contract.
  • Performing a task related to a student’s education.
  • Providing a service or benefit related to a student or a student’s family.
  • Representing a school in which a student seeks to enroll.
  • Disclosing information to federal and state authorities auditing compliance of federal or state support programs.
  • Disclosing information in connection with financial aid, to determine financial aid eligibility, amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid.
  • Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student whose records are released.
  • Performing studies on behalf of educational institutions.

• Disclosing information to accrediting organizations carrying out their function.

• Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

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

• This disclosure is to other school officials, whom the University determines have legitimate educational interests.

• The disclosure is to officials of other schools where the student seeks or intends to enroll.

• The disclosure is, subject to requirements of 34 CFR 99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities.

• The disclosure is in connection with financial aid for which the student has applied or received, if the information is necessary for such purposes as to determine the following:
  • Eligibility for aid
  • Amount of aid
  • Conditions for aid

• Enforce terms and conditions of the aid.

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

• Students requesting demographic or PII on other University of Phoenix students for survey or research purposes must contact the appropriate director of operations and Academic Affairs after it has been approved through the University’s Human Subjects Committee and/or Committee on Research as appropriate.

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

**Student Right to Access**

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

FERPA regulations require the University to comply with the student’s 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 or records they wish to have a copy of or to inspect.

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

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

Procedure

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

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

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

If the University denies the request to change the record, the Registrar will notify the student within 14 days of the decision and advise the student of his or her right to challenge the information. A student’s request for a formal hearing must be made in writing and submitted to the 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 or represented at the hearings by one or more persons of their choice, including an attorney, at the student’s expense.

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

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

If the University decides that the challenged information is not misleading, inaccurate or in violation of the student’s privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision. The statement will be maintained as a part of the student’s record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

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

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

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

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

Exception: The University may release foreign transcripts to students.

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

The University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations absent a judicial order or legally issued subpoena:
• The student is not in compliance with his or her UOPX financial plan.
• There is an unresolved disciplinary action against the student.
• Transcripts will be issued as an exception to the above if one of the two following exception criteria is met:
  • A student has filed for bankruptcy and has provided UOPX with a copy of the bankruptcy petition filed with the courts.
  • A student has graduated from a previous UOPX program on record as that student had previously satisfied his or her financial obligation for that program.

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

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

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

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

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

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**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.

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

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

Information Collected

We collect various types of information through our Sites and other websites where you can express interest in our services, through our mobile applications, over the phone and in person where print materials and digital technology may be used to collect information from you. Some information is collected automatically through various web and Internet technologies, including Social Networking tools used by your University to foster communication and collaboration among members of our community. Other information is collected when you provide it in response to an advertisement, a survey or a request for information; apply for an opportunity, a job, an academic program, an invitation to participate in a study, a contest, a survey or a request for information; set up a social network or other site profile; or use one of our career resources, learning assessments, or other interactive tools. We may also obtain information from other sources and combine that with information we collect about you.

Information Uses

We will not sell, rent or lease your personal information to others except as provided in this policy.

We may collect, use and disclose personal information for the following purposes:

• To determine your admissibility and to register you for your selected educational programs
• To contact you regarding your status with the University
• To provide requested products and services
• To respond to your inquiries and provide customer support
• To administer promotions in which you have indicated an interest
• For our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
• For fostering communication and collaboration among members of your University community through social networks
• For sharing with our Educational Partners who may contact you with respect to their educational or other services
• For sharing with our Educational Partners or Business Associates who are performing services on our behalf
• To analyze how Sites and services are being accessed and used
• For investigation of information security and information asset protection-related incidents
• To test, correct and improve our content, applications and services
• To develop new applications, products and services
• For Online Behavioral Advertising purposes
• To improve student retention, site and service performance, user experience and delivery
• To prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement Policy)
• To investigate suspicious information that denotes illegal activity such as financial aid fraud
• To analyze academic and learning outcomes and preferences
• For external academic research and scholarship
• To analyze risk and business results
• To obtain payment for services that we provide to you
• To provide you with information concerning arrangements and other options for the repayment of funds loaned to you for your education
• To maintain business records for reasonable periods
• To enforce our Terms of Use, https://www.phoenix.edu/copyright-legal/terms_and_conditions.html
• To provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger or acquisition, such information may be transferred as part of the transaction to the acquirer.
• And/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit or security requirements applicable to University of Phoenix, our Educational Partners or our Business Associates.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing email communications or direct mail communications from us, you may express your choice where indicated on the applicable email or other communication, or cut and paste this link into a browser:
https://www.phoenix.edu/about_us/contact_us/unsubscribe.html

If you do not wish to receive marketing telephone calls or mailings, you may express your choice to opt out by emailing Office.ComplianceUOPX@phoenix.edu

If you do not wish to receive text messages, reply STOP to cancel future text messages. By sending STOP, you agree to one additional confirmation message stating that you’ve opted out and will no longer receive text messages from University of Phoenix. To get help, text HELP. You may also get additional support or help by sending an email to TextMsgSupport@phoenix.edu or by calling 866.766.0766.

Do Not Track and Online Behavioral Advertising

University of Phoenix does not itself respond to web browser-based DNT signals.
We or our Business Associates may use data collected on this site for Online Behavioral Advertising purposes, e.g., to customize ads to you on other websites as you browse the web. If you do not want your browsing behavior on the sites to be collected for Online Behavioral Advertising purposes, visit http://info.evidon.com/pub_info/184

**Other Collection, Use and Disclosure**

You may be able to opt out of our collection, use and disclosure of your personal information in other situations subject to applicable contractual, academic, legal or technical restrictions and reasonable notice. Note that if you opt out of certain uses of your personal information, we may no longer be able to provide certain products or services. For more information on your ability to opt out, email Office.ComplianceUOPX@phoenix.edu

**Other Important Information**

We will take commercially reasonable measures to secure and store your information to protect against the loss, misuse and alteration of the information under our control. We utilize industry-standard security measures when accepting your credit card information during your registration or other transaction you have initiated with us, as well as whenever we ask you to log in to any of our sites.

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

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

**Mail: University of Phoenix**

Attn: Registrar’s Office

4025 S Riverpoint Parkway

Mail Stop: CF-L201

Phoenix, AZ 85040

**Admissions and Records Service Center:** 800.866.3919

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

**How to Contact Us or Access Your Information**

If you want access to or wish to update any of your personal information or have any questions about our privacy practices, contact the University Office of Compliance at Office.ComplianceUOPX@phoenix.edu or University of Phoenix

Attn: Ethics and Compliance

4025 S. Riverpoint Pkwy

Phoenix, AZ 85040

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**State Authorization and Contact Information for Filing Complaints**

University of Phoenix is regulated by a large number of state regulatory bodies across the country for filing complaints in the state that a student resides. If a student chooses to file a complaint, he or she can submit an initial complaint to the University’s Office of Dispute Management or file an external complaint with the designated state regulatory agency.

**State Authorization Reciprocity Agreement (SARA)**

University of Phoenix is approved by the National Council for State Authorization Reciprocity Agreements (NC-SARA) as a SARA member institution (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 residing in a SARA state may appeal a complaint to the Arizona SARA Council (AZ SARA) for review after exhausting the institution’s internal complaint process and the complaint process of the Arizona State Board for Private Postsecondary Education. SARA complaints must first be submitted internally for resolution through the University’s Office of Dispute Management. The Arizona SARA Council will not review complaints regarding student grades or student code of conduct violations. For more information visit the AZ SARA Council website (https://azsara.arizona.edu).

Arizona students and distance education students from non-SARA states may file a complaint with the Arizona State Board for Private Postsecondary Education or their applicable state regulatory agency. Distance education students who reside in Georgia may file a complaint with their own state regulatory agency. Contact Information:

**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 916.431.6959, 888.370.7589.

**Colorado:** The student may contact the Department of Higher Education, Commission on Higher Education: Office of Private Postsecondary Education, 1600 Broadway, Suite 2200, Denver, CO 80202; telephone (303) 862-3001

**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/

**Florida:** The student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Fl. 32399-0400; telephone 850.245.3200.
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

17 U.S.C. § 501(a) states, “Anyone who violates any of the exclusive rights of the copy-right 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/

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 utilizing information technology programs designed to detect and identify indicators of illegal P2P file-sharing activity. In addition to, or as an alternative, the University may employ other technical means to reduce or block illegal file sharing and other impermissible activities.
The University will also provide for vigorous enforcement and remediation activities for those students identified through the University Digital Millennium Copyright Act policy as potential violators or infringers of copyright.
Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Computer Use for Faculty and Students policy and any other University policy applicable to the particular situation.
Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

Education and Awareness
The University uses a variety of means to inform students, faculty and other network users about copyright laws and the response to copyright infringement claims by the University.
The University informs its campus community through the Consumer Information Guide and other periodic communications that unauthorized distribution of copyrighted material, including unauthorized P2P file sharing, may subject students and faculty to civil and criminal liabilities and their possible extent.
The Consumer Information Guide, https://www.phoenix.edu/about_us/regulated/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 the University’s Sr Director of Governance, Risk and Compliance. The following links are online sources that provide information on legal access to copyrighted music and videos:
EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources:
The Recording Industry Association of America (RIAA) provides a list of legal music sources:
https://www.riaa.com/resources-learning/for-students-educators/
The legal sources for online music and videos are reviewed annually by the Sr Director of Governance, Risk and Compliance.

Digital Millennium Copyright Act Policy (DMCA)
The University computer networks, including its online library and classroom environment, are critical assets. Accordingly, University of Phoenix respects the rights of the copyright owners and expects its faculty, staff, students and other network users to comply with U.S. copyright laws. Federal law prohibits the reproduction, distribution, public display or performance of copyrighted materials over the Internet without permission of the copyright owner, except in compliance with fair use or other copyright applicable statutory exceptions. Please refer to the University’s Copyright Infringement and Peer-to-Peer File Sharing 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. The University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement.
The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers’ accounts under the DMCA.
Copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S Riverpoint Pkwy.
Mail Stop: CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollo.edu

If a valid DMCA notification is received, the University will respond under the ‘Process for Filing Notice of Alleged Infringement’ by taking down the infringing content found on our networks. 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:

- Provide the person who filed the original notification with a copy of the counter notice.
- Inform him or her that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice.

Process for Filing Notice of Alleged Infringement

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

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

- The notice must be signed.

Process for Filing Counter Notification of Alleged Infringement

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

- Identify the material that has been removed. This may include providing the location or the URL when possible.
- Provide your name, address, telephone number and email address if available.
- 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.
- 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."
- 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

The University of Phoenix Annual Security Report is published annually by the University and is comprised of two parts, (1) the current Campus Safety Policies and (2) the Campus Crime Statistics, for the last three calendar years. Visit https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf to access a PDF file of the University of Phoenix Annual Security Report.

Campus Safety Policies

The University Campus Safety Policies at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf have been prepared to increase the University of Phoenix community’s awareness of current programs that exist to protect its members’ safety and well-being and to satisfy the requirements of the 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
- Crime statistics
- Available counseling and assistance resources
- Crime prevention measures
- Reporting criminal activities
- Emergency mass notification
- Information related to campus safety programs
• Penalties and sanctions regarding the unlawful use, sale, possession or distribution of illegal drugs and alcohol
• Prohibited use or distribution of alcohol and other drugs
• Safety and awareness
• Sex offender registry
• Sexual violence policy and prevention

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

Campus Crime Statistics

The Clery Act delineates the violations that need to be reported. The University of Phoenix Annual Security Report includes 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 Report includes any Clery crimes reported to local law enforcement collected by the Campus Safety Coordinator through an information request. The statistics cover crimes reported to the University over the previous three years that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to a CSA and local law enforcement agency.

The following Clery Act crimes meet definitions in the FBI’s Uniform Crime Reporting (UCR) Program. For the categories of Criminal Offenses, Hate Crimes, and VAWA Offenses, definitions are provided by the Violence Against Women Act of 1994 (VAWA) and repeated in the US Department of Education’s Clery Act regulations.

• Criminal Offenses - Murder and Non-Negligent Manslaughter, Manslaughter by Negligence, 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
• VAWA Offenses - Any incidents of Domestic Violence, Dating Violence, and Stalking
• Arrests and Referrals for Disciplinary Action for Weapons - Carrying, Possessing, etc Law Violations, Drug Abuse Violations, and Liquor Law Violations.

Specific campus location crime statistics are available electronically in the Annual Security Report at https://www.phoenix.edu/content/dam/altcloud/doc/about_uopx/Annual-Security-Report.pdf 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_us/campus-safety/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 federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state provide notice of each institution of higher education in that state at which the offender is employed or is a student. This notice should be directed to the Campus 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 data-bases 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 situation that poses an immediate threat to the health or safety of someone in the University community at a University site 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 at a University site, these processes enable the University to, without delay, take into account the safety of the community to determine the content of the notification and initiate the notification system to students, faculty and staff, including those who are enrolled at the University, 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/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf

Campus Safety Contact List

To help ensure the safety of the University community, the University has campus security authority (CSA) reporting contacts, including a designated Campus Safety Coordinator on every local campus.

Below are 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
GSOC@phoenix.edu

Senior Director Security
Steve Lindsey
602-557-7537
Steve.Lindsey@phoenix.edu

Title IX Coordinator
Bridget Beville
602-557-3391
TitleIX@phoenix.edu
Institutional Sanctions for Alcohol and Drug Violations

Violations of Alcohol and other Drug-Related Policies

Prohibition of Illicit Drug Use, Underage Drinking, and other Campus Safety Coordinators

Find your Campus Safety Coordinator’s name and contact information at https://www.phoenix.edu/about_us/campus-safety/campus-safety-contact-list.html

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. The University of Phoenix abides by the federal regulations for the Drug Free Workplace Act and the Drug Free Schools and Communities Act regardless of individual state legalization.

Students, faculty, and staff are expected to conduct themselves ethically, honestly and with integrity as responsible members of the University’s academic community. Any member of the University community found consuming or selling alcohol and other drugs on University property is subject to disciplinary action up to and including dismissal from the University. Policies and programs concerning alcohol and other drugs, including health risks, penalties, and counseling and assistance resources can be viewed in the Campus Safety Policies at https://www.phoenix.edu/about_us/campus-safety/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 clearly 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. The University enforces a “zero tolerance” policy regarding underage drinking and will enforce state underage drinking laws on its campus premises (Note: the minimum legal drinking age in the United States is 21). 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 and state law enforcement agencies.

Institutional Sanctions for Alcohol and Drug Violations

The University abides by local, state and federal sanctions regarding unlawful possession of drugs and the unlawful consumption of alcohol. 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. Consistent with local, state and federal sanctions, the University may impose a disciplinary sanction to students, faculty or employees 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.

Federal Financial Aid Penalties for Drug Violations

According to the Higher Education Act (HEA), students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal aid includes Federal Pell and FSEOG Grants, Federal Work Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, Graduate PLUS Loans and other financial assistance.

The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. If the student answers “yes” to the question, then he or she will be sent a worksheet by the federal processing center in order to determine whether the conviction affects eligibility for aid. Should the financial aid office be notified that a student has been convicted of sale or possession of illegal drugs, financial assistance will be suspended immediately. If a conviction was reversed, set aside or otherwise rendered invalid, it does not count. Convictions occurring during periods of non-enrollment also do not count. In addition, any conviction received as a juvenile does not count, unless the student was tried as an adult.

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines, imprisonment or both.

Penalties for Drug Convictions

A federal or state drug conviction can disqualify a student for Federal Student Aid (FSA) funds. Convictions only count against student eligibility if they were for an offense that occurred during a period of enrollment for which the student was receiving FSA and they do not count if the offense was not during such a period, unless the student was denied federal benefits for drug trafficking by a federal or state judge. Also, a conviction that was reversed, set aside or removed from the student’s record does not count nor does any conviction received as a juvenile count unless the student was tried as an adult.

POSSESSION OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for one year from the date of conviction.
- Second offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses: Indefinite ineligibility for federal financial aid from the date of conviction.

SALE OF ILLEGAL DRUGS

- First offense: Loss of eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses: Indefinite ineligibility from the date of conviction.

Note: The student may regain eligibility the day after the period of ineligibility ends. If the student was convicted of both selling and possessing illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

How to Reduce the Period of Eligibility or Regain Eligibility

The student may shorten the period of ineligibility by:

- Successfully completing an approved drug rehabilitation program that includes passing two unannounced drug tests;
- Having the conviction reversed, set aside or otherwise rendered invalid.

Students who regain eligibility during the award year should notify the financial aid office immediately so that they might receive any eligible financial aid which they are entitled to receive. It is the student’s responsibility to certify that a rehabilitation program was successfully completed, as with the conviction question on the FAFSA. The University is not required to confirm the reported information unless conflicting information is determined.

Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:
• Be qualified to receive funds from a federal, state or local government agency, or program, or from a state-licensed insurance company, or
• Be administered or recognized by a federal, state or local government agency or court, or by a state-licensed hospital, health clinic, or medical doctor.

Convictions for Offense That Occurred During Enrollment
Federal regulations require an enrolled student convicted of a drug offense after receiving federal financial aid to notify Student Financial Services immediately. The student may be ineligible for further aid in that academic year and required to pay back all federal aid received after the date of the conviction. Student Financial Services will work with the student regarding all of the available options.

Academic Year Definition Policy

Overview
The Academic Year Definition Policy provides the defined academic year for each program (by credential level) offered by the University.

Policy
A student’s academic year begins with the first eligible course of a degree program and ends when the student successfully completes the credits and weeks of instructional time requirements. A week of instructional time is a week (a consecutive seven day period) in which one day of instruction occurs. Instructional time does not include periods of vacation, orientation, or homework. The University defines its academic years 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
- 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
- Master’s Competency Based Education (CBE) 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

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 to successfully complete the academic year definition.

Example:
A student is enrolled in a Bachelor program and has two courses that overlap by one instructional week. The student would be completing 24 credits in 39 weeks; however, the academic year definition is a minimum of 24 credits and 40 weeks. Therefore, the academic year would not be over until the student completes at least one more week of instructional time. In order to do this, the student must complete at least one additional week in the subsequent course.

Overlapping Academic Years
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. Students in these scenarios should contact Student Financial Services at StudentFinancialServices@phoenix.edu or at 1-888-346-8679 to determine if they have overlapping academic years and if their financial aid eligibility will be impacted. For further information on these specific types of scenarios, please refer to the Transfer Policy.

Allowable Charges Policy

Overview
Federal regulations stipulate that when an institution disburses federal financial aid funds to a student by crediting the student’s account, it may do so only for allowable charges. Student or parent authorization is required to apply disbursed federal financial aid funds to an allowable charge. The Allowable Charges Policy defines what those allowable charges are at the University.

Policy
Allowable Charges
The University defines allowable charges as follows:

- Tuition (including state sales tax) and mandatory institutional fees
- rEsource Fees (electronic course materials fees and books)
  - By using the ED MAP Book Voucher, the student has authorized the use of federal financial aid funds for the book charge. If the student chooses not to use the book voucher, the authorization is no longer valid
- California Student Tuition Recovery Fund (CA STRF), if applicable

Prior-Year Charges
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. (Refer to the Federal Financial Aid Credit Balance Policy for additional information)

Cost of Attendance Policy

Overview
The Cost of Attendance Policy addresses the cost of attendance (COA) established for use in calculating a student’s amount of federal financial aid eligibility and awarding financial aid for a specific academic year. The University uses the same COA when awarding Pell Grant, FSEOG, and Direct Loans. If the student is only receiving Pell Grant or IASG, the Pell COA is used for awarding purposes. The COA consists of various components to determine eligibility for an academic year. The University reviews and, if necessary, updates each COA component annually.

Policy
The University’s COA is made up of the following components:

- Tuition and mandatory institutional fees
- rEsource Fees (Books and Supplies)
The living expense component is a per month allowance. The University documents how living expense components are calculated and makes this information available upon request. To determine the total living expense component for each student’s COA, the University references its academic year definition for each credential level to establish the number of months to be used.

Resource Fees
The books and supplies component is calculated using a standard Resource Fee for each course in the student’s academic year based on the credential level.

Tuition
The tuition component for the COA is based on a per credit weighted average for each credential level across the entire University. The University documents how tuition averages are calculated and makes this information available upon request. To determine the total tuition component for each student’s COA, the University multiplies the weighted average price per credit by the average number of credits per academic year.

Resource Fees
The books and supplies component is calculated using a standard Resource Fee for each course in the student’s academic year based on the credential level.

Loan Fees
The University calculates an average loan fee per month based on the credential level. The number of months used to determine the living expense component (see above) is also the number of months used to determine the total loan fee component in the student’s COA. The University documents how the loan fee component is calculated and makes this information available upon request.
At the time of disbursement, the University will confirm the student continues to meet student eligibility requirements in addition to disbursement requirements and is eligible to receive the federal financial aid funds awarded. Typically, a student is eligible to receive a disbursement of federal financial aid funds for the first payment period of the AY when the University confirms the student has posted attendance in an eligible course(s) in the payment period and 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 when the student meets the above criteria in addition to successfully completing one-half the weeks of instructional time AND earning one-half the credit hours in the defined academic year (AY). Typically, the University disburses funds once the student successfully completes half the credits and weeks of instruction in the current AY, which may consist of more credit hours and weeks of instruction than the defined AY.

At the time the AY and federal financial aid funding is initially established, if the payment periods are not equal in credit hours and weeks of instructional time, the first payment period will consist of more credit hours and/or weeks of instructional time to ensure the required credit hours and weeks of instructional time are earned/completed before the second payment period disbursement is made, as required. However, based on the student's actual progression thru their AY, the student's federal financial aid funding may be reevaluated resulting in the second payment period consisting of more credit hours and weeks of instructional time than the first payment period.

If a program is longer than one AY and consists of a remaining period that is more than one-half an AY, the remaining period will have two payment periods. Timing and eligibility of the disbursements are the same as outlined above. If the remaining period is equal to or less than one-half an AY, the remaining period will have one payment period. However, the University disburses federal financial aid funds in two disbursements. The second disbursement is not made until the student successfully completes one-half the weeks of instructional time AND earns one-half the credit hours in this single payment period.

Right to Cancel

Once the loan is disbursed, the University will send the student/parent a disbursement notification that contains information regarding a borrower’s Right to Cancel, which includes the time given to respond should the student and/or parent borrower wish to cancel all or a portion of their loan request(s). This notice will be sent to the student/parent no later than seven days after crediting the student’s account at the University. Borrowers who wish to cancel all or a portion of their loan must login to the student website at https://ecampus.phoenix.edu 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 within 30 days from the date the University sends the disbursement notification. Any requests received after 30 days but prior to 110 days from the disbursement date will be honored based on Title IV funds that have not been applied to invoices for allowable tuition and fees. The University will notify the student/parent in writing the outcome of his/her request regardless of when the cancellation request is received.

Late Disbursement

Students or parents become ineligible to receive federal financial aid funds on the date the student:
- For Federal Grants, the student is no longer enrolled at the University for the award year; or
- For Direct Loans, is no longer enrolled at least half time

If a student completes a payment period or academic year, withdraws during a payment period or period of enrollment, or graduates, the University must make or offer the student (or parent in the case of a PLUS loan) a late disbursement of federal financial aid funds for which the student (or parent in the case of a PLUS loan) was eligible while in attendance at the University.

The U.S. Department of Education regulations do not permit the University to make any late disbursement of federal financial aid funds after 180 days of the date the University determined that the student withdrew or became ineligible.

The following conditions must be met prior to the date the student became ineligible for a late disbursement:

<table>
<thead>
<tr>
<th>Program</th>
<th>1. ED processed a SAR/ISIR with an official EFC; AND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant/IASSG</td>
<td>2. The University received a valid SAR/ISIR by the date established by ED.</td>
</tr>
<tr>
<td>FSEOG</td>
<td>Student is awarded a grant</td>
</tr>
<tr>
<td>Direct Loans</td>
<td>A loan record is originated</td>
</tr>
</tbody>
</table>

The following additional limitations must be satisfied before the University may make a late disbursement:

Direct Loans

1. For a first-year, first-time borrower, the student completed 30 days of the program.
2. For a second disbursement, the student graduated or completed the period for which the loan was intended.

Paying a Late Disbursement of Federal Financial Aid Grant Funds

Without the student’s permission, the University may credit a student’s account with a late disbursement of federal financial aid grant funds for charges associated with the current payment period. If federal financial aid grant funds remain to be disbursed from a late disbursement after all outstanding charges on the student’s account have been satisfied, the University pays the grant funds directly to the student within 14 days.
Paying a Late Disbursement of Federal Financial Aid Loan Funds

Prior to the University making any late disbursement of federal financial aid loan funds, the borrower is notified with an explanation stating the student’s obligation to repay the loan funds disbursed. The student is given an opportunity to accept or decline the loan. The student’s authorization to receive the loan must be submitted via a verbal request, the late disbursement letter or a signed statement submitted to the University titled “Late Disbursement Notification.”

The student has 30 days from the date on the late disbursement letter to return the letter to the University; otherwise the loan award is canceled. If the student had a federal financial aid credit balance before becoming ineligible, and the credit balance consists of direct loans, the University will obtain a student’s authorization and does not disburse the direct loan funds directly to the student until the student’s authorization is received.

Post Withdrawal Disbursement

As a result of the student’s Return to Title IV Funds (R2T4) calculation, the student may be eligible to receive federal financial aid funds that had not disbursed before the student’s withdrawal date (Refer to the R2T4 Policy for further information).

If the total amount of federal financial aid grant and/or loan funds earned by the student on the R2T4 calculation is greater than the total amount of federal financial aid disbursed to the student, or parent in the case of a PLUS loan, the student may be eligible to receive a post withdrawal disbursement (PWD).

The University does not include as a PWD any funds from a disbursement the University was prohibited from making on or before the date of the University’s determination that the student withdrew, which would apply to the following:

- A first disbursement of a Direct Loan to a first-year, first-time borrower who withdraws before completing 30 days of the program of study;
- Second or subsequent disbursements of Direct Loan funds unless the student successfully completed the loan period;
- Disbursements of Federal Pell or IASG Grant funds to a student for whom the University did not have a valid SAR/ISIR by the deadline established by ED

A PWD is made from available grant funds before available Direct Loan funds.

Post withdrawal Disbursement of Federal Financial Aid Grant Funds

The University may credit a student’s account with a PWD of federal financial aid grant funds (Pell, IASG, and FSEOG), without the student’s permission, for outstanding current (educationally related) charges. The University will obtain a student’s authorization to apply PWD grant funds toward anything other than current charges. The University disburses any amount of a PWD of federal financial aid grant funds as soon as possible, but no later than 45 days after the date of the University’s determination that the student withdrew.

If the student does not respond to the University’s notice for authorization, federal financial aid grant funds are used for appropriate outstanding current (educationally related) charges. (See Federal Financial Aid Credit Balance Policy for the definition of outstanding charges).

Post withdrawal Disbursement of Federal Financial Aid Loan Funds

The University notifies a student, or parent in the case of a PLUS loan, in writing prior to making any PWD of Direct Loan funds, whether credited to the student’s account or disbursed directly to the student (or parent in the case of a PLUS loan). The written notification is sent to the student (or parent in the case of a PLUS loan) as soon as possible, and within 30 calendar days of the University’s date of determination that the student withdrew. The written notification includes the following:

- The type and amount of Direct Loan funds to be credited to the student’s account or disbursed directly to the student or parent, in the case of a parent PLUS loan,
- Explanation that the student, or parent in the case of a PLUS loan, has the right to accept or decline all or a portion of the funds offered.
- Information in reference to the borrower’s obligation to repay Direct Loan funds, if disbursed.
- A request for authorization to credit Direct Loan funds to the student’s account, indicating if confirmation is not provided, the borrower may not receive any Direct Loan funds as a direct disbursement, unless the University concurs.
- Information informing the borrower that no PWD will be made if he/she does not respond within 30 days of the date of the letter. The University may, on an exception basis, choose to accept a late request. The deadline for a borrower to accept a PWD is the same for both a confirmation of a Direct Loan disbursement to the student’s account and direct disbursement of a PWD.

- If the University declines to honor a late request accepting loan funds to be credited to the student’s account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.
- If the University chooses to honor a late request, all loan funds must be disbursed in accordance with the student or parent’s request. The result of the contact and final determination made concerning the disbursement is documented in the student’s file.
- Instructions to submit the request electronically or in writing directly to Student Financial Services-Operations (SFS-O) by mail, fax, or via the student website.

If the student, or parent in the case of a PLUS loan, responds to the notice within 30 days of the date of the letter and instructs the University to make all or a portion of the PWD, the funds are disbursed in the manner specified by the student, or parent in the case of a PLUS loan, within 180 days of the University’s date of determination that the student withdrew.

If the University chooses to honor a late request, all loan funds accepted by the student, or parent in the case of a PLUS loan, are disbursed in accordance with the student’s or parent’s request. If the University declines to honor a late request accepting loan funds to be credited to student’s account, or parent in the case of a PLUS loan, the University informs the student, or parent in the case of a PLUS loan, of this decision in writing.

The University does not request federal financial aid funds for a PWD unless and until it has determined the following:

- A PWD is due and accepted by the student, or parent in the case of a PLUS loan,
- The amount of the PWD, and
A leave of absence. The start date of the approved leave of absence
G Graduated. The academic complete date for the program (which is the end date of the last course)
W Withdrawn. The student's official last date of attendance (OLDA) at the time the system updates the status to withdrawn
D Deceased. The date of death (when provided) at the date the University received the request in any event the date of death is not provided

<table>
<thead>
<tr>
<th>Code</th>
<th>Status</th>
<th>How the University Reports the Status Start Date for Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Full-time</td>
<td>The status start date is not reported on the weekly SSCR report. It is determined by NSC based on the first day of the term (which is the course start date associated with the first academic related activity (ARA) that triggered the full-time status)</td>
</tr>
<tr>
<td>L</td>
<td>Less than half-time</td>
<td>The start date of the term date is reported</td>
</tr>
</tbody>
</table>

**Status Start Date**

The University reports the status start date (status effective date) if the student has a Graduated (G), Deceased (D), Withdrawn (W), Less Than Half Time (L), or is on an approved LOA (A) status.

**Anticipated Graduation Dates**

The anticipated graduation date is the date the student is projected to graduate and is required only for enrollment data and students with F, Q, H, L, or A statuses.

**Federal Financial Aid Credit Balance Policy**

The Federal Financial Aid Credit Balance Policy addresses federal financial aid credit balances and how the University handles those credit balances when they occur on a student's account. Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges for the payment period, a federal financial aid credit balance occurs. The University will pay the excess federal financial aid funds 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.

**Policy**

Whenever the University credits federal financial aid funds to a student's account and those funds exceed the student's allowable charges (Refer to the Allowable Charges Policy for definition of allowable charges), a federal financial aid credit balance occurs. The order in which funds are credited does not matter, and the University does not require a student or parent to take any actions to obtain the credit balance. Federal financial aid credit balances will be issued to the student, or parent as applicable, within 14 days of the date federal financial aid funds are disbursed or the date the federal financial aid credit balance occurs (which is the date the funds are applied to the student's account, or in the case of a check, the date the check is signed by the student or parent).
Returning Unclaimed Federal Financial Aid Credit Balances
If the federal financial aid credit balance funds are returned to the University or not cashed by the borrower, the University will cease all attempts to disburse the funds and return them to the applicable federal financial aid program(s) no later than 240 days after the date the first check is issued. If the funds were issued via electronic funds transfer (EFT) and subsequently returned or rejected, or a check to a student or parent is returned, the University continues to attempt to disburse the funds. However, if those attempts to disburse the funds are unsuccessful, the University returns the funds to the applicable federal financial aid program(s) no later than 45 days after the funds were returned or rejected.

All unclaimed credit balances will be returned in the following order:
- Unsubsidized Direct Loans (other than Direct PLUS)
- Subsidized Direct Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG Grants
- TEACH Grants
- Iraq and Afghanistan Service Grants

Federal Pell Grant/IASG Policy

Overview
The Federal Pell Grant/Iraq and Afghanistan Service Grant (IASG) Policy illustrates how the University calculates and awards Pell Grants (including those funds awarded under the Children of Fallen Heroes or Children of Fallen Soldiers) and IASG to eligible students.

Policy
The University calculates the annual award for Pell eligible students in nonterm credit-hour programs using Federal Pell Grant Formula 4 in conjunction with the Federal Pell Grant full-time payment schedule. The maximum duration of Pell and IASG eligibility is limited to six full-time scheduled awards, as measured by the percentage of lifetime eligibility used (LEU). A student is ineligible to receive further Pell and or IASG funds if they have 600% or greater.

Pell Grant Eligibility
Students who meet general eligibility requirements (Refer to the University's Consumer information Guide for further information on general eligibility) and have a calculated expected family contribution (EFC) number that meets Federal Pell Grant eligibility criteria will be awarded Federal Pell Grant funding. In addition, students who meet one of the following criteria will be awarded the Federal Pell Grant or IASG funding:

Iraq and Afghanistan Service Grant (IASG)
The IASG is awarded to students whose parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001 and meets one of the following requirements:
- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

If the student is eligible for a Federal Pell Grant, the University will award and package all federal financial aid based on a zero EFC. If the student is ineligible for a Federal Pell Grant because his/her EFC is too high, the student may receive the IASG. The grant amount is equal to the maximum Federal Pell Grant for the award year and cannot exceed the student's cost of attendance. The IASG is subject to a federal budget cut each year, known as sequestration. Because the IASG awards are subject to a federal budget cut each year, there are reductions from the award amount for which the student would otherwise have been eligible to receive. Each year, this amount changes based on the Budget Control Act of 2011.

Children of Fallen Heroes:
A student whose parent or guardian died in the line of duty while performing as a public safety officer may receive increased amount of federal financial aid under the Children of Fallen Heroes Scholarship if the student is Pell grant eligible and
- The student was less than 24 years of age when the parent or guardian died; or
- The student was enrolled at an institution of higher education at the time of the parent or guardian's death.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education does not provide any notification of eligibility to the University. Consequently, students who believe they qualify for this scholarship must notify the University's Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 and provide any required documentation requested. The University will determine based on the documentation submitted whether or not the student meets the eligibility criteria. For more information, please refer to the University's Consumer Information Guide.

Children of Soldiers:
A student whose parent or guardian died as a result of U.S. military service in Iraq or Afghanistan after September 11, 2001, may receive increased federal financial aid funds if at the time of the parent or guardian's death the student was either less than 24 years old or was enrolled in college. Eligibility is based upon the following:
- If the student is Pell grant eligible, the student may receive a Pell grant; OR
- If the student is not Pell grant eligible because his/her EFC is too high, the student may receive an Iraq and Afghanistan Service Grant.

In these scenarios, all federal financial aid will be based on a zero EFC. The zero EFC is only used for awarding purposes.

The U.S. Department of Education (ED) notifies the University when a student appears to meet the criteria for Zero EFC treatment because a parent or guardian died as a result of U.S. military service in Iraq or Afghanistan. This is based on a match with the U.S. Department of Defense file of eligible dependents.)
Calculating Payment Amounts

The award for each payment period will be based upon ED’s full-time Pell payment schedule and may be subject to proration. The scheduled Pell/IASG award is prorated based on the percentage of the following:

- Credit hours scheduled to be completed in the payment period over 24 credit hours in the academic year; or
- Weeks of instructional time scheduled to be completed in the payment period over the defined instructional weeks in the academic year. (Refer to the Academic Year Definition Policy for further information)

The Pell/IASG award is calculated using the lesser percentage multiplied by the full-time Pell scheduled award.

Year Round Pell/IASG

Students may be eligible to receive up to one and one-half Pell/IASG Grant awards during a single award year, not to exceed 150% of the student’s scheduled award for the award year (Referred to as Year Round Pell). Students must meet the following criteria to be considered for a second scheduled award:

- Must be enrolled at least half-time;
- Must have received 100% of the first scheduled award in a single award year in a certificate, associate degree, or baccalaureate degree program;
- Must be enrolled in an eligible program for one or more additional payment periods during the same award year that are not otherwise fully covered by the student’s Pell Grant; and
- Must have successfully completed the credit hours of previous payment period.

Crossover Payment Periods

When a payment period falls into two federal award years (payment period includes both June 30 and July 1), it is referred to as a "crossover payment period." If a student’s academic year/loan period includes a crossover payment period, the entire payment period must be considered to occur within one federal award year. The University determines for each Pell/IASG grant recipient the federal award year to be used to determine the recipient’s Pell/IASG grant award.

For payment periods that meet the above definition, the University will award and disburse the largest Pell/IASG grant possible based on all federal award year ISIRs received by the University and eligible for payment at the time the student’s initial disbursement. If an additional FAFSA award year ISIR is subsequently received, which provides a higher total federal grant award (Pell/IASG/FSEOG combined) for the student during the crossover payment period, the University will evaluate and reaward the Pell/IASG grant as long as the initial disbursement has not been made and both federal award years have not been closed by ED.

Official deadlines are published by ED annually in the Federal Register and are provided to schools on https://ifap.ed.gov

Pell Payment Calculations and LEU Limitations for End of Program (EOP)

For any remaining portion of a program that is more than half of an academic year (AY) but less than a full AY, the remaining portion is divided into two payment periods. The first payment period is the period in which the student successfully completes half of the credits AND half of the weeks of instructional time in the remaining portion. A student may receive less than a Scheduled Award in an award year, if the program crosses award years and the student’s Pell Grant award in one of the award years is for a portion of the program that is less than a full AY.

- The annual award for a student in a nonterm credit-hour program is taken from the full-time payment schedule even if the student is attending less than full-time.
- Comparable prorations will be performed based on the number of credits in the payment period as they compare to the credits in the defined AY OR the number of weeks in the payment period as they compare to the weeks of instructional time in the AY.

The scheduled Pell award will be multiplied by the lesser of the 2 calculations to determine the Pell payment.

If a student has more than 500% Pell LEU, the Pell payment will be the lesser amount between the proration calculation and the remaining eligibility award using the Pell LEU calculator.

Disputing the Accuracy of Pell Grant LEU Information

If a student attending the University chooses to dispute the accuracy of the Pell LEU information found in the Common Origination and Disbursement (COD) System, the University will assist the student in resolving this dispute. The University will not escalate the matter should it discover the amount of the Pell Grant LEU percentage being disputed would not, if corrected, make the student eligible for additional Pell Grant funding. However, if there is a valid dispute, acceptable documentation to resolve the dispute must be collected. This documentation could include, for example, a written statement from the previous institution confirming the student never attended, or at least never received Pell Grant funds from that institution for the award year in question. The University will submit the documentation through the COD Web site. The Department of Education (ED), after its review of the student’s assertion and any supporting information submitted, will provide the University with a response and instructions on how to proceed. For further information, contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679.

Rounding

The University uses standard rounding rules, applied consistently to all students, and will round Pell and IASG Grant disbursements to the nearest dollar (not to exceed the scheduled Pell/IASG award). See exception under "Pell Payment Calculations and LEU Limitations" section below.

Recalculation

If an expected family contribution (EFC) changes due to corrections, updating, or an adjustment and the EFC change would change the Pell/IASG grant award, the University will recalculate the Pell/IASG award for the entire award year. If, as a result of the recalculation, the student received more Pell/IASG award that the student was eligible for, an overpayment exists. Refer to the Over-awards and Overpayments Policy for further information on how to resolve the overpayment.
Retroactive Payments
For all prior payment periods for which a student was an eligible student within the FAFSA award year, the University may pay the total lump sum of retroactive payments in two separate installments one day apart from each other.

Regaining Eligibility
If a student resolves ineligibility criteria while attending the University (e.g., resolves a default or over borrowing), the effective date of regaining eligibility for the Federal Pell Grant and IASG programs begins with the payment period in which the issue is resolved.

HEROES Policy

Overview
The HEROES Act Policy ensures service members who are receiving federal financial aid at the University are not adversely affected because of their military status and minimizes the administrative burden placed on such individuals.

Policy
If an affected individual in one of the categories within this policy notifies the University of his/her affected status, the University will ensure he/she is not disadvantaged because of that status.

Contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

Category 1 Individuals
Individuals affected by the waivers and modifications under this category include persons

- who are serving on active duty during a war or other military operation, or national emergency;
- are performing qualifying National Guard duty during a war or other military operation, or national emergency;
- reside or are employed in an area that is declared a disaster area by any federal, state, or local official in connection with a national emergency; or
- suffered direct economic hardship as a direct result of a war or other military operation, or national emergency.

The following waivers and modifications affect Category 1 individuals:

Need Analysis
The University substitutes adjusted gross income plus untaxed income and benefits received in the first calendar year of the award year, or another annual income that more accurately reflects the family's current financial circumstances for which such determination is made for any affected individual, spouse and dependents, if applicable, to reflect the financial condition of an affected individual and family. The University has the option of using the applicant's original EFC, the EFC based on the data from the first calendar year of the award year, or the EFC based on another annual income that more accurately reflects the family's current financial circumstances. If the University chooses to use the alternate EFC, it uses the administrative professional judgment procedures established by the Secretary as discussed in the following section.

The HEROES waivers and modifications is separate from those impacted by a federally declared major disaster as defined in The Robert T. Stafford Disaster Relief and Emergency Assistance Act (Refer to the Student Financial Aid Eligibility Policy for information on natural disasters)

Professional Judgment
To more accurately reflect financial need, the University uses professional judgment for affected individuals. The University determines the need for an affected individual by determining the most beneficial of the following:

- The individual's need as determined using the adjusted gross income plus untaxed income and benefits received in the first or second calendar year of the award year;
- The individual's need as determined using another annual income that more accurately reflects the family's current financial circumstances; or
- The individual's need as determined making no modifications. (i.e. an individual's income increased because of serving on active duty).

The University clearly documents the reasons for any adjustment and the facts supporting the decision. In almost all cases, the University will have documentation from a third party with knowledge of the student's unusual circumstances. As usual, any professional judgment decisions made that affect a student's eligibility for a subsidized student financial assistance program will be reported to the Central Processing System.

Title IV Grant Overpayments
A student who withdraws from the University because of an affected individual status is not required to return or repay any overpayment of grant funds based on the Return of Title IV (R2T4) calculations.

The University does not deny federal financial aid eligibility to an affected individual who owes an overpayment. In addition, the University does not contact the student, notify NSLDS, or refer the overpayment to Debt Collection Services. However, the affected individual's file will be documented to include the amount of the overpayment.

The University does not apply any federal financial aid credit balance toward an overpayment before using the credit balance to pay authorized charges; pay the credit balance to the student (or parent, in the case of a PLUS loan); or use the credit balance to reduce the student's federal financial aid loan debt (with the student's authorization).

Verification of AGI and U.S. Income Tax Paid
For an affected individual who is required to file a U.S. income tax return and has been granted a filing extension by the IRS, the University accepts the following:

- A copy of IRS Form 4868 "Application for Automatic Extension of Time to File U.S. Individual Income Tax Return" or a copy of the IRS's approval of an extension beyond the automatic six-month extension (if additional extension was requested); AND

A copy of each W-2 received for the specified year or, for a self-employed individual, a statement signed by the individual certifying the amount of the AGI and U.S. income tax paid for the specified year.

If an affected individual has not filed an income tax return by the filing deadline, in lieu of an income tax return, the University will accept the following to verify AGI and U.S. income tax paid:
• A statement from the individual certifying that he/she has not filed an income tax return or a request for a filing extension because he/she was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency; AND
• A copy of each W-2 received for the specified year, or for a self-employed individual, a statement signed by the individual certifying the amount of AGI and U.S. income tax paid for the specified year

The University may request that an individual granted a filing extension submit tax information using the IRS Data Retrieval Tool, or by obtaining a tax return transcript from the IRS that lists tax account information for the specified year after the income tax return is filed. If the University receives the tax information, it will verify the income information of the tax filer(s).

**Category 2 Individuals**

Individuals affected by the waivers and modifications under this category include persons who

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

The following waivers and modifications affect Category 2 individuals:

**Post-withdrawal Disbursement (PWD)**

A student who withdraws because of status as an affected individual and who is eligible for a post-withdrawal disbursement has up to 45 days to respond to a PWD offer. However, at the University’s discretion, it may honor the PWD if the student (or parent in case of a parent PLUS loan) responds to the offer after 45 days.

**Leaves of Absence (LOA)**

The University documents the decision for granting an approved LOA to an affected individual if that individual has difficulty providing a written LOA request because of affected status. The documentation includes both the reason for the LOA and the reason for waiving the requirement that the LOA be requested in writing.

**Treatment of Federal Financial Aid Credit Balance When a Student Withdraws**

The University pays any federal financial aid credit balance to the student, or parent in the case of a parent PLUS loan, within 14 days after the balance occurred.

**Loan Cancellation**

The University allows an affected individual to request a cancellation up to 60 days after the date the University notifies the borrower of the right to cancel. The cancellation may be for all or a portion of a loan for which proceeds have been credited to the account at the University. If the University receives a loan cancellation after the 60-day period, the University may, but is not required to, comply with the request.

**Satisfactory Academic Progress**

If a student fails to meet the University’s satisfactory academic progress (SAP) standards (Refer to the SAP Policy for further information) as a direct result of being an affected individual in this category, the student may request a SAP appeal. The University will approve the appeal based on documentation of military orders.

**Category 3 Individuals**

Individuals affected by the waivers and modifications under this category include persons who

• are serving on active duty, or
• are performing qualifying National Guard duty during a war or other military operation or national emergency.

The following waivers and modifications affect Category 3 individuals.

**Institutional Charges and Refunds**

If a student is called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency, the student is eligible for a deferral of any balance owed the University. Additionally, the student is eligible for a drop credit request (DCR) for a course if the student begins the course within 60 days of return from deployment. The amount of the credit is dependent upon the number of weeks attended prior to the student withdrawing for military reasons. (Refer to the Finance Policy - Military Deployment/Military Leave)

**Category 4 Individuals**

Individuals affected by the waivers and modifications under this category include dependents of persons who are

• serving on active duty; or
• performing qualifying National Guard duty during a war, other military operation, or national emergency.

The following waivers and modifications affect Category 4 individuals.

**Verification Signature Requirements**

A dependent student is not required to submit a statement signed by one of the applicant’s parents when no responsible parent can provide the required signature because of the parent’s status as an affected individual in this category.

**Signatures on the Free Application for Federal Student Aid (FAFSA), Student Aid Report (SAR), and Institutional Student Information Record (ISIR)**

A dependent student is not required to provide a parent’s signature on the FAFSA, SAR, or submitting corrections electronically when there is no relevant parent to provide a signature because of the parent’s status as an affected individual in this category. The high school counselor or financial aid administrator may sign on behalf of the parent as long as the applicant provides adequate documentation concerning the parent’s inability to provide a signature due to the parent’s status as an affected individual.

**Federal Student Aid Leave of Absence Policy**

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**Overview**

The Federal Student Aid Leave of Absence (LOA) Policy addresses the impact to Title IV recipient students approved for an LOA. For more information regarding the University’s Leave of Absence policy, please see the University’s Academic Catalog. Students who need to take a formal break from their program can complete an LOA request form by accessing his/her student website at https://ecampus.phoenix.edu.
Policy

Federal Student Aid Disbursements
The University may, at its discretion, disburse Federal Pell Grant, IASG, and/or FSEOG funds to a student on an approved LOA; however, under no circumstances will the University disburse Direct loan funds to a student on an approved LOA. Credit balances resulting from federal student aid funds will be issued within 14 days of the date the credit is created.

Tuition and Fees
The University may not increase a student’s tuition and fees (e.g. institutional charges) by approving the LOA. Therefore, if an LOA is approved to begin during a course, the University will issue the student an LOA Credit (LOAC). The amount of the LOAC will ensure that the student’s tuition and fees for the payment period do not increase as a result of the LOA. The LOAC will be applied to the course(s) scheduled after the LOA end date as long as the student returns to his/her program of study within 180 days of their official last date of attendance (OLDA) prior to the LOA start date.

Failure to Return
A student is expected to return from an approved LOA, as scheduled; failure to do so may impact the student’s Direct loan repayment terms, including the expiration of the student’s grace period. If a student does not return from an approved LOA, the withdrawal date and beginning of the grace period will be the student’s last date of attendance prior to the LOA. In addition, if the student reenters, after withdrawing from the University, the previously approved LOA days will count towards the student’s LOA maximum of 180 days in a 12-month period.

Program Change During Approved LOA
If a student returns from an approved LOA and begins a new program, the University will perform a return of Title IV (R2T4) calculation to withdraw the student from his/her initial program of study. The student’s last date of attendance in these scenarios will be the last academic related activity (ARA) prior to taking the approved LOA. The University’s date of determination will be the Program Change Effective Date/Program Begin Date. Once the University has withdrawn the student from the initial program, the student will be enrolled and awarded federal aid in the new program. (Refer to the Transfer Policy and Re-Entry Policy for further information)

Overawards and Overpayments Policy

Overview
The Overawards and Overpayments Policy addresses how and when the University is required to resolve overawards and overpayments that occur in a student’s federal financial aid package.

Policy
An overaward exits if any of the following conditions are met:

• The University awards federal financial aid to a student who is ineligible for the amount received
• A student’s award in an individual federal program exceeds the regulatory maximum
• Student’s federal financial aid package exceeds his/her need
• Student’s award exceeds his/her cost of attendance (COA)
• Student is receiving a Federal Pell Grant or Iraq and Afghanistan Service Grant (IASG) at multiple schools for the same period of enrollment

An overpayment can occur:

• When an overaward cannot be corrected since some or all federal financial aid disbursements have been made
• Immediately at the time a student receives funds for a federal program for which he/she has zero eligibility

Overawards

Adjusting Disbursements
The University first attempts to eliminate an overaward by replacing the EFC with non-need-based loans, provided the student has not been awarded up to the COA. If the overaward is not resolved by replacing the EFC, the University will eliminate the overaward by cancelling or reducing any future Direct Loans or private loans first. The University may also attempt to eliminate an overaward by using actual COA charges for the academic year. If, after making these adjustments, an overaward still exists, the University will reduce aid in the following order:

• Private Loan
• Direct Graduate/Professional PLUS Loan
• Direct Parent PLUS Loan
• Direct Unsubsidized Loan
• Direct Subsidized Loan
• Institutional Grant or Scholarship aid

Federal Pell Grants
The Federal Pell Grant is never adjusted to account for other forms of financial assistance. Therefore, if a student’s financial aid package exceeds need, the University will first attempt to eliminate the overaward by reducing other financial aid awarded.

Iraq and Afghanistan Service Grants (IASG)
The IASG, like the Federal Pell Grant, is never adjusted to account for other forms of financial assistance. If a student’s financial aid package includes an IASG and the package exceeds the student’s need, the University must reduce other financial aid to eliminate the overaward. However, if the IASG payment by itself does not exceed the student’s need, the University must reduce other financial aid to eliminate the overaward. However, if the IASG payment by itself exceeds the student’s COA for a period of enrollment, the total amount of the IASG must be reduced to the federal financial aid (Title IV) COA for the period of enrollment.

If a student receiving an IASG becomes Pell eligible during the award year, the University must treat the Pell Grant as Estimated Financial Assistance (EFA) and may need to adjust the student’s financial aid package.
Campus-Based Funds
The University only disburses the Federal Supplemental Education Opportunity Grant (FSEOG) to students who’s FSEOG, combined with other estimated financial assistance (EFA) does not exceed the student’s financial need.

Estimated Financial Aid Assistance Exceeds Need
Campus-based funding allows for a $300 overaward tolerance if a student has received additional EFA not included in the calculation of the FSEOG. The $300 threshold is allowed only if an overaward occurs after Campus-Based aid has been awarded and / or disbursed and the University was unaware the student would receive additional financial assistance.

NOTE: Direct loans do not provide for any type of tolerance in need.

Therefore, if a student received additional amounts of EFA not included in the calculation of the FSEOG and Pell Grant and the amount results in the total EFA exceeding financial need by more than $300, the University may take, at its discretion, the following steps:
- If the student demonstrates increased financial need and the total amount of EFA does not exceed this increased need by more than $300, no further action will be necessary.
- If the total amount of EFA still exceeds need by more than $300, cancel any undisbursed loan or grant funds except for Pell Grant funds.
- If the total amount of EFA still exceeds need by more than $300, treat it as an overpayment that must be eliminated.

Direct Loans
Direct Subsidized Loans, in combination with other need-based aid, cannot exceed a student’s need or COA. Direct Unsubsidized Loans or Direct PLUS Loans, in combination with other EFA, cannot exceed a student’s COA.

If the University discovers, before disbursing Direct Subsidized Loan, Direct Unsubsidized Loan, or Direct PLUS Loan funds, that a student will receive (or has received) EFA for the period the loan was intended and the combined amount of EFA and loans will exceed the amount of financial aid the student is eligible for, the University will reduce or eliminate the overaward by either:
- Using the student’s Direct Unsubsidized Loan, Direct PLUS Loan, state-sponsored or another non-federal loan to cover the EFC, if not already done; or
- Reducing or returning one or more disbursements to eliminate the overaward.

State Grants and Pell Grant funds only
In the event there is an overaward, if a student is awarded state grant funds and Pell Grant funds only, state grant funds will be reduced to eliminate this overaward.

Overpayments
If an overpayment exists, it must be repaid to the Department of Education (ED). The responsibility will determine who must return the funds.

University Responsibility
If the overpayment occurs due to an error made by the University, the University is responsible for the overpayment and must repay the entire amount of the overpayment. The following are examples of overpayments for which the University is responsible:
- Unresolved overawards;
- Failure to complete verification;
- Miscalculated COA;
- Payment in excess of loan limits;
- Application errors or misreporting;
- Required recalculation not performed;
- R2T4 calculations

In the scenarios listed above, the University may attempt to collect the amount from the student. However, the student is never reported to the National Student Loan Data System (NSLDS) or referred to ED for collection. This debt does not result in the loss of federal financial aid eligibility for the student.

Student Responsibility
If the overpayment occurs due to an error made by the student, the student is responsible for the overpayment and must repay amounts of $25 or more. The University will notify the student of the repayment and inform the student that failure to repay or make satisfactory arrangements to repay the overpayment will result in loss of federal financial aid eligibility.

Inadvertent Overborrowing
Inadvertent overborrowing occurs when a student inadvertently receives Direct Loan funds in excess of annual or aggregate loan limits. A student who has inadvertently overborrowed is ineligible for any further federal financial aid funds until:
- The student has repaid the full excess Direct Loan amount; or
- The student makes satisfactory arrangements with the holder of the loan to repay the excess Direct Loan amount

Overpayment Resulting from Return to Title IV
If a student withdraws from the University and as a result of a Return to Title IV (R2T4) Calculation the student has a Federal Pell Grant overpayment, the University immediately sends a written notice to the student requesting repayment of the overpayment amount. The notice, sent within 30 days of the date of determination to any student who owes a grant overpayment as a result of the student’s withdrawal from the University, includes a statement that failure to make the repayment, or make satisfactory repayment arrangements with the holder of the overpayment will make the student ineligible for further federal financial aid until the overpayment is resolved. Students are not liable for, and the University is not required to attempt recovery of or refer to the Secretary, a Pell Grant overpayment that is less than $50 and is not a remaining balance.

If the student fails to repay the Pell Grant overpayment or make satisfactory repayment arrangements, after the University has contacted the student, the University must refer the overpayment to the U.S. Secretary of Education for collection purposes.

Other Resources
Federal financial aid, including other resources (Refer to the Packaging Philosophy Policy for examples of other resources), may not exceed a student’s COA and / or federal financial need. At times, the University may receive financial assistance, in the form of other resources, it was unaware of for a student. If the financial assistance was received after the end of the period of enrollment for a student who is still enrolled or who is intending to re-enroll, the University treats the financial assistance as EFA for the period in which it was received.
Packaging Policy

Overview
The Packaging Philosophy Policy addresses the University’s packaging of financial assistance and its process to ensure students’ awards do not exceed their total cost of attendance (COA) for an academic year.

Policy
Prior to determining a student’s eligibility for federal financial aid, the University confirms a valid output document - Institution Student Information Record (ISIR) - is on file. The University treats all applicants in the same manner when awarding funds, packaging up to the student’s cost of attendance (COA) by replacing the expected family contribution (EFC) with non-need based aid, unless otherwise specified by the student (or parent in case of a PLUS loan).

Loan amounts that exceed the EFC must be counted as estimated financial assistance.

Determining Need
The University subtracts the EFC and all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources from the COA to determine need for Subsidized Loan eligibility.

Example:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>COA</td>
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</tr>
<tr>
<td>EFC</td>
<td>- 2,500</td>
</tr>
<tr>
<td>Pell Grant</td>
<td>- 1,600</td>
</tr>
<tr>
<td>FSEOG</td>
<td>- 500</td>
</tr>
<tr>
<td>Scholarship (Other Resources)</td>
<td>- 1,400</td>
</tr>
</tbody>
</table>

$6,500 Need

Federal Pell Grant/Iraq and Afghanistan Service Grant
The Federal Pell Grant (including those funds awarded under Children of Fallen Heroes or Children of Soldiers) or, alternatively, Iraq and Afghanistan Servicemembers Grant (IASG) is considered to be the first source of financial assistance to the student.

The Iraq and Afghanistan Service Grant is NOT considered EFA. It is never included in determining if a student’s EFA exceeds need or COA.

Other Resources (Other Non-Federal Financial Aid Resources)
To assist in meeting their educational expenses, students are encouraged to seek financial assistance such as scholarships/grants from external sources. Outside scholarships/grants are considered other resources against federal need and COA. Other resources include, but are not limited to, the following:

- External grants and scholarships
- University grants and scholarships
- Employer Tuition Assistance or Reimbursement
- Military tuition benefits, including benefits paid under Chapter 101 of Title 10

- AmeriCorps
- University tuition discounts and waivers
- University administration tuition and/or student account adjustments
- Income from insurance programs that pay for the student’s education
- Private loans
- Private and State grants
- Tribal aid
- Other financial assistance paid directly to the University

Note: 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.

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

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

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

Determining Remaining Non-Need Based Aid
The University subtracts all estimated financial assistance (EFA), which includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and other resources, as well as any Subsidized Loan eligibility from the COA to determine the remaining need for non-need based federal financial aid (Unsubsidized, Parent PLUS, and/or Federal Direct Graduate/Professional PLUS Loans). NOTE: The EFC is NOT included when determining the remaining non-need based aid:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COA</td>
<td>$12,500</td>
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<tr>
<td>Pell Grant</td>
<td>- 1,600</td>
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<td>FSEOG</td>
<td>- 500</td>
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<tr>
<td>Scholarship (Other Resources)</td>
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<td>Direct Subsidized Loan</td>
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<tr>
<td>$6,500 Remaining Need for Non-Need Based Aid</td>
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</tbody>
</table>

Students eligible for a Graduate/Professional PLUS loan who do not request the maximum Direct Unsubsidized Loan amounts they are eligible for, are notified of their maximum Unsubsidized Loan eligibility, the loan interest rate for Direct Unsubsidized Loans and PLUS Loans, providing the opportunity to request the maximum Direct Unsubsidized Loan they are eligible for.
Conflicting Information and Other Resources
At times, the University may become aware of financial assistance received by the student for which it was previously unaware. The University is responsible for resolving conflicting information in a student’s file and must ensure any newly received financial assistance is accounted for in the student’s award.

Re-Entry Policy

Overview
The Re-entry Policy addresses how the University will treat Title IV students when they withdraw from the University and re-enter the same program within 180 days or withdraw from the University and re-enter after 180 days, or re-enter into a different program of study. The 180 days is determined by counting the days between the student’s official last date of attendance (OLDA) in a course required of the program and the start date of the first course the student attends after returning. Note: OLDAs that occur during a course extension period or a University institutionally scheduled break are excluded; in these instances, a prior OLDA that meets the requirements is used for the count of days (see the Return of Title IV Policy for further information). This federal financial aid Re-entry policy is separate from the institution’s Academic Program Re-entry policy.

Policy

Re-entry within 180 days to the same program
When a student withdraws from the University and re-enters within 180 days to the same program at the University, the student remains in the same payment period the student was in when originally withdrawn. Upon the student’s re-entry, the University will evaluate and update, as needed, the student’s academic year, loan period, payment periods, and disbursement dates according to academic year definitions (Refer to the Academic Year Definition Policy and Disbursements Policy for further information). Regardless of these updates, however, the student’s cost of attendance will reflect the original educational costs associated with the payment period from which the student withdrew. Typically, the student is not eligible for any additional federal financial aid unless the student's previously awarded and/or disbursed federal financial aid funds have been cancelled or returned when the student withdrew.

Presuming the student’s eligibility for federal financial aid funds has not changed, in these instances the student is immediately eligible to receive the cancelled or returned federal financial aid funds. The University will take the following actions, if applicable, for a student who re-enters the same program within 180 days:

- Re-instate any federal financial aid funds for the payment period or academic year that had been awarded and then cancelled
- Disburse federal financial aid for the payment period the student was otherwise eligible for that had not yet been disbursed at the time the student withdrew
- Re-disburse federal financial aid that was disbursed and returned under the Return of Title IV (R2T4) provisions
- Cancel any overpayments assessed to the student as a result of the prior withdrawal
- If a student withdrew, had a previous overpayment referred to Debt Resolution Services, and re-enters within 180 days, the University will send Debt Resolution Services a fax identifying the student overpayment. The fax will state the overpayment should be made void as the student has returned to the University.

When determining the award year from which federal financial aid funds will be re-disbursed or awarded/disbursed, the University must determine whether or not the original federal award year used to award federal financial aid for the applicable payment period remains open with the U.S. Department of Education. Once this determination is made, the University will proceed as follows:

- Federal Pell Grant:
  - Original Federal Award Year Open
    - The University will reinstate and disburse Federal Pell Grant funds under this Federal Award Year through the Common Origination and Disbursement (COD) website.
  - Original Federal Award Year Closed
    - The University will request the Federal Award Year be opened through the COD website, and
    - Once open, the University will reinstate and re-disburse Federal Pell Grant funds under this Federal Award Year through the COD website.
- Campus Based:
  - Funds Available from Original Federal Award Year
    - If the student was awarded campus-based funds and the funds are still available from the original federal award year, the University will reinstate and disburse campus based program funds from the original federal award year.
  - Funds Not Available from Original Federal Award Year
    - If the student was awarded campus-based program funds and the funds are no longer available from the original federal award year, the University may, at its discretion, award campus-based program funds from the current federal award year if funds are available. However, this does not increase the annual maximum campus-based funds award a student may receive. (Refer to the Campus Based Programs Policy for information on maximum annual award amounts)
- Federal Direct Loans:
  - Original Federal Award Year Open
    - If the student was awarded Federal Direct Loan (DL) funds and the federal award year used to award these DL funds is still open, the University will re-instate and disburse the DL funds under this Federal Award Year through the COD website.
  - Once open, the University will reinstate and re-disburse Federal Pell Grant funds under this Federal Award Year
- Original Federal Award Year Closed
  - If the student was awarded DL funds and the Federal Award Year used to award these DL funds is closed, the University will return all DL funds disbursed (for the applicable loan period) for this closed Federal Award Year, cancel any remaining disbursements for the applicable loan period, and re-award and disburse DL funds using an open Federal Award Year.
  - The COA and EFC will reflect the educational costs associated with this Federal Award Year used to award the DL funds.
- Federal Pell Grant:
  - Original Federal Award Year Open
    - The University will reinstate and disburse Federal Pell Grant funds under this Federal Award Year through the Common Origination and Disbursement (COD) website.
  - Original Federal Award Year Closed
    - The University will request the Federal Award Year be opened through the COD website, and
    - Once open, the University will reinstate and re-disburse Federal Pell Grant funds under this Federal Award Year through the COD website.
If a student wishes to re-enter the University, the student should contact Student Financial Services at StudentFinancialServices@phoenix.edu or 1-888-346-8679 for further information.

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

Re-entry after 180 days in the same program

When a student withdraws from the University and re-enters in the same program after 180 days have elapsed, the University must award the student based on new payment periods. The length of the program will be the number of credit hours and weeks of instructional time remaining in the program the student re-enters. If the remaining credit hours and weeks of instruction for the program constitute one-half of an academic year (AY) or less, the remaining hours will constitute one payment period. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

If the start of the program’s new AY overlaps with its previous AY, meaning the start of the program’s new AY begins before the calendar end date of its prior AY, all prior federal financial aid funds disbursed will be taken into consideration when packaging the student for the new AY.

Re-entry into a Different Program of Study (within or after 180 days)

When a student withdraws from the University and re-enters into a different program of study at any time, the University will award the student based on new payment periods in the new program. (Refer to the Academic Year Definition Policy and Disbursements Policy for further information.)

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

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 thru 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: (Additional information is available in the Disbursements Policy)

- 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. (Refer to the Disbursements Policy for further information).

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 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**

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.

To recognize that students completing more than 60% of the payment period earn 100% of their federal financial aid, amounts of 60.01 through 60.04 are not rounded for purposes of determining whether a student earned 100% of the federal financial aid for the payment period.

**Rate of Progression Calculation**

The percentage of the period completed is calculated as follows:

\[
\text{Percentage of Federal Financial Aid Earned} = \frac{\text{Number of calendar days completed in the payment period}}{\text{Total number of calendar days scheduled to complete in the payment period}} \times 100
\]

**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.

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, 94 days if three or four courses are needed
- Associates Program (5-week courses online) - 42 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.
- Master’s Competency Based Education (CBE) 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 (Refer to the Re Entry Policy for additional information)

**Rate of Progression Examples**

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.
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 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

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### 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.

### 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)

### Table

<table>
<thead>
<tr>
<th># of days completed in the payment period</th>
<th>Total # of calendar days scheduled to be complete in the payment period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days Completed</td>
<td>76</td>
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<tr>
<td>Days in Payment Period</td>
<td>140</td>
</tr>
</tbody>
</table>

\[
\text{Days Completed} = \frac{76}{140} = 0.5428 = 54.3\%
\]
grant funds received by the student. (Additional information is available in the Overawards and Overpayments Policy.)

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 record.

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.

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**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 program GPA of 3.0 at the end of each completed payment period.

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

If a student applies for and is granted an academic reprise 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.

**Qualitative Exclusions**

The following are excluded from the qualitative computation:

- Waivers
- National Testing Programs
- Courses with the following grades:
  - In Progress Extension (IX)
  - AUDIT (AU)
  - Incomplete (I)
  - In Progress (IP)
  - No grade awarded (QC)
  - 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 provides the total credit hours required to complete each academic program. Pace of completion is automatically evaluated for all periods of attendance at the University, including periods the student did not receive federal financial aid. Transfer credits, taken at other institutions and applied towards the student's primary program/version at the University, are included in both attempted and completed hours when measuring the student's pace of completion.

Maximum Timeframe
The maximum timeframe to complete the program cannot exceed 150% of the published length of the program measured in credit hours attempted for undergraduate and graduate students. Progress is evaluated cumulatively at the completion of each payment period for a student’s primary program to ensure completion of the program within the 150% maximum timeframe. If a student cannot complete the program of study within the maximum timeframe (as determined at the end of the payment period) the student will be placed on financial aid disqualification (FD) status.

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

\[
\text{Pace of Completion} = \frac{\text{Cumulative number of credit hours the student successfully completed}}{\text{Cumulative number of credit hours the student attempted}}
\]

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 credit hours attempted toward completion of the student's primary program at the University are included in both attempted and completed credit hours when measuring pace of completion.

Courses from which the student posts an academic related activity and subsequently withdraw are counted as attempted credit hours when calculating the quantitative measurement or program pace.

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

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%).

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 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 SAP appeal. Students on FD status who are granted a financial aid appeal is approved will be placed on federal 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 SAP standards to maintain federal financial aid eligibility.

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

Student Financial Aid Appeals
Students placed on FD status due to a violation of the qualitative and/or quantitative standards during the financial aid warning period may appeal the disqualification to regain eligibility for federal financial aid. Students may do so by submitting an FA SAP Professional Judgment (PJ) Form to Student Financial Services - Operations. The FA SAP PJ form is located on the student website. If there are significant extenuating circumstances, the student’s eligibility for federal financial aid may be reinstated for one financial aid probation payment period.

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

The University allows a student to have a maximum of two approved 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 PJ 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 decisions made by the FA SAP PJ team 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 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. Refer to the Program Changes at the University section in the Consumer Information Guide for further information.

The University will calculate the qualitative and quantitative FA SAP measures 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 Enters

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, 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 qualitative (GPA) component. However, credits from all attempts are included when assessing if the student meets the quantitative (pace and maximum timeframe) component.

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

Transfer Policy

Overview

The Transfer policy documents the University’s treatment and determination of federal financial aid eligibility for students who transfer to the University from another school or advance programs (a.k.a. finish one program and begin another program) at the University.

Policy

Transfers

Students who enroll in a program at the University who have overlapping academic years (AY’s) with a prior program, either at the University or at another institution are referred to as transfers. An overlapping AY exists if the student begins a program at the University prior to the expiration of the student’s prior school’s AY. There are 3 types of transfers: external, internal, and advancing programs.

External Transfers

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

Internal Transfers

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

Advancing Programs

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

If a student wishes to advance programs at the University, the student should contact Enrollment Services at (844) 937-8679.

Awarding Federal Aid

For all types of transfers, the University will award all federal financial aid (Federal Pell Grant, IASG, FSEOG, and Direct Loans) based on a full academic year in the (new) program at the University. (Refer to the Academic Year Definition Policy for further information on defined academic years)

Federal Pell Grant Award

A student cannot receive more than 100 percent (or 150 percent, if the student is enrolled and eligible for a Year-Round Pell award) of his or her scheduled Pell Grant award for a federal award year.

(Refer to the Federal Pell Grant-IASG Policy for additional information). When a student has already received a Federal Pell Grant during the same federal award year, the University determines the percentage of the scheduled Federal Pell Grant award that the student has already received in order to calculate the student’s remaining eligibility (if any) for a Federal Pell Grant award. The University also ensures the student does not exceed the Pell Lifetime Eligibility Used (Pell LEU).

The remaining Federal Pell Grant award amount may not be divided equally across the payment periods (PP) in the new program. Instead, the Federal Pell Grant funds must be disbursed in an amount up to the student’s remaining eligibility for each PP, except that no PP disbursement can exceed 50% of the scheduled Pell Grant annual award.
Pell Example: A student received a portion of a Federal Pell Grant for a program at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University during the same federal award year.

The student's remaining Federal Pell Grant eligibility is $4,749. Since this amount is more than half of the scheduled Federal Pell Grant award, the award must be disbursed in two payment periods. As long as the student’s first PP in the new program is at least half of an AY (in both credits and weeks), the student may receive half of the scheduled Pell Grant award in the first PP. If the second PP of the AY in the new program falls in the same federal award year, the student will receive the remainder of the Federal Pell Grant amount in the second PP.

The University rounds to the nearest whole dollar when calculating Federal Pell Grant disbursement amounts.

<table>
<thead>
<tr>
<th>University’s Program's Academic Year</th>
<th>Federal Pell Grant Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>First PP</td>
<td>$3,172</td>
</tr>
<tr>
<td>Second PP</td>
<td>$1,586</td>
</tr>
</tbody>
</table>

Federal Direct Loan Award

If the student is eligible for the Federal Subsidized and/or Unsubsidized Direct Loan program, the loan(s) at the University may not exceed the remaining balance of the student’s annual loan limits after the disbursements in the previous program are considered. The University also ensures the loan(s) awarded do not permit the student to exceed their lifetime aggregate undergraduate/graduate borrowing limits.

Direct Loan Example: A student received Subsidized and Unsubsidized Direct Loan disbursements at ABC University, withdrew and then enrolled in a program at the University. The AY for the program at ABC University overlaps with the AY for the program at the University.

The student is enrolled in a program at the University as a first year, independent undergraduate student with maximum annual Subsidized Direct Loan eligibility of $3,500 and Unsubsidized Direct Loan eligibility of $6,000.

The University must now determine the student's remaining Subsidized and Unsubsidized Direct Loan eligibility for the 1st AY in the program at the University.

Calculations to Determining Direct Loan Award Amounts

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remaining Subsidized Loan Eligibility</td>
<td>$3,500 - $1,750 = $1,750</td>
</tr>
<tr>
<td>Remaining Unsubsidized Loan Eligibility</td>
<td>$6,000 - $2,000 = $4,000</td>
</tr>
</tbody>
</table>

Federal Supplemental Opportunity Grant Awards

The Federal Supplemental Opportunity Grant (FSEOG) will follow the same awarding process as the Federal Pell Grant program and Direct Loan Program, starting a new academic year and payment periods based on the program the student is transferring/advancing into at the University.
Verification and Conflicting Information Policy

**Overview**

Institutions are required to verify information provided by students selected for verification. The Verification Policy addresses the different verification groups and types of documents acceptable to complete the verification process.

**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. Once the CPS has selected a student, the University verifies all required student information. Students selected for verification must submit all of the required documentation requests in order to be reviewed for federal financial aid eligibility.

**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:

- High School Completion Status
- Identity/Statement of Educational Purpose

**Aggregate Verification Group (V5)**

The University verifies the following information for students selected for aggregate verification:

- High School Completion Status
- 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

Students not selected by the CPS or who are exempt from verification but choose to provide taxes or other supplemental forms are not considered selected for verification. However, documents provided to the University are used in reviewing the student’s application and as the basis in correcting reported application items. This documentation may result in conflicting information, which the University must resolve prior to processing federal financial aid. All documents provided by the student are reviewed and retained as part of the student financial aid file.

**Acceptable Documentation V1 and V5**

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 that lists the specified tax year’s tax account information of the tax filer; or
- A signed and dated SOI Authorization Form, parent in order to perform a separation of income (SOI):

**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 other official IRS documentation 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
• 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 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.

Note: The University will submit to the Secretary any changes to a nondollar item or a single dollar item of $25 or more.

**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. However, this is not applicable to individuals granted a filing extension beyond the University’s established deadline because the individual was called up for active duty or for qualifying National Guard duty during a war or other military operation or national emergency (Refer to the HEROES Policy for further information).

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, 2019, 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 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, 2019. 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 requirement 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 or not an individual is required to file an income tax return.
Advance payments of the premium tax credit were made for you, your spouse, or a dependent. You or whoever enrolled you should have received Form(s) 1099-A 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).


Number in Household

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.

Number in College

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.

Acceptable Documentation V4 and V5

The University will accept the following as resolution of V4 and V5 verification.

NOTE: Until all requested documents are submitted, and verification is completed, no federal financial aid will be disbursed to the students selected for V4 or V5 verification.

High School Completion

To verify high school completion, the University will accept the following types of documentation:

- High school diploma-
  - A copy of the student’s high school diploma;
  - A copy of the student’s final high school transcript that shows the date a high school diploma was awarded; or

- Recognized equivalent of a high school diploma-
  - General Educational Development (GED) Certificate
  - California High School Proficiency Examination (CHSPE) Certificate
  - HiSET Completion Certificate
  - Documentation provided by the State or appropriate Department of Education in the student’s state or jurisdiction indicating that the student has earned a secondary completion credential that has the same rights, privileges, and rigor of a normal High School Diploma
  - A copy of the ‘secondary school leaving certificate’ or similar document, obtained from the appropriate government agency, for students who completed secondary school in a foreign country

<table>
<thead>
<tr>
<th>If your filing status is...</th>
<th>AND at the end of 2019 you were...*</th>
<th>THEN file a return if your gross income was at least...**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>under 65</td>
<td>$12,200</td>
</tr>
<tr>
<td></td>
<td>65 or older</td>
<td>$13,850</td>
</tr>
<tr>
<td>Married filing jointly***</td>
<td>under 65 (both spouses)</td>
<td>$24,400</td>
</tr>
<tr>
<td></td>
<td>65 or older (one spouse)</td>
<td>$25,700</td>
</tr>
<tr>
<td></td>
<td>65 or older (both spouses)</td>
<td>$27,000</td>
</tr>
<tr>
<td>Married filing separately</td>
<td>any age</td>
<td>$5</td>
</tr>
<tr>
<td>Head of household</td>
<td>under 65</td>
<td>$18,350</td>
</tr>
<tr>
<td></td>
<td>65 or older</td>
<td>$20,000</td>
</tr>
<tr>
<td>Qualifying widow(er)</td>
<td>under 65</td>
<td>$24,400</td>
</tr>
<tr>
<td></td>
<td>65 or older</td>
<td>$25,700</td>
</tr>
</tbody>
</table>

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) 1095-A 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).
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 is trying to avoid completing verification requirements 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).

Interim Disbursements

The University will not make any interim disbursements during the verification process.

Change in Marital Status

The University will not update a student’s dependency status based on a change in marital status.

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 if a selected transaction has a CPS transaction process date that is after the date the student was withdrawn from 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.

For the Direct Loan program, if a student fails to provide the required documentation by the 30-day deadline, the University will not originate a subsidized loan application for the student.

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
- Information in reference to 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 (payment period crosses over June 30 and July 1), the University will award and disburse 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 exclusion described here are applicable only to the affected individual. All other requirements for the verification process 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 withdrawing from the University, the University is not aware that the student intents 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 parent statement verifying number of family members in household and number of family household members enrolled in an eligible postsecondary institution when no responsible parent can provide the required signatures because the parent is affected by a disaster. In these scenarios, the University will note and retain an explanation of why neither of the student’s parents was available to provide the statement.

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.

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 disbursing federal financial aid funds. If discrepancies are discovered after disbursing federal financial aid funds, the University will reconcile the conflicting information and require the student to repay any funds for which he or she was ineligible, unless the student is no longer enrolled for the award year.

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

- Social security numbers
- Date of birth
- Legal name
- Discrepant tax data (including whether or not the student/parent was required to file a tax return)
- Household size or marital status
- High school completion
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 be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

4. Students’ written or authorized electronic consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions. The University is authorized to release public directory information concerning students. Directory information includes the student’s name, address, phone number, year of birth, program of study, dates of attendance, dates of admission, degree completion dates and types of degrees earned, enrollment status, grade level, photographs, honors, and awards received, participation in officially recognized activities and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

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

A copy of the University’s FERPA policy is available to students through the Registrar’s Office or the student ecampus website at: http://ecampus.phoenix.edu.

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

Students have the right to restrict disclosure of directory information by submitting a FERPA Hold Request Form to the Registrar’s Office. Requests are valid throughout student’s enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-A206, Phoenix, AZ 85040, Fax (480) 643-1600.

Pregnant and Parenting Students

Any member of the University 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
TitleIX@phoenix.edu
602.557.3391

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.

Pregnancy and Pregnancy-Related Conditions: Include (but are not limited to) pregnancy, childbirth, 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.
- Reasonable Title IX accommodations include, but are not limited to:
  - Extending deadlines and/or 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.

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/or 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 will 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 reasonable Title IX accommodations.
- 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.
- Title IX 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-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 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. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
- During the modification period, the student’s academic requirements will be adjusted, and deadlines postponed as appropriate, in collaboration among the Title IX Office, the student’s academic counselor and course faculty.
- 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 alert the Title IX Office as soon as possible so they can help facilitate needed modifications.
- While receiving Title IX accommodations, students will remain enrolled.
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.
The University of Phoenix has established a Student Code of Conduct. Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University’s academic community. This requires the demonstration of mutual respect and civility in all University-related academic and professional discourse.

As part of the Student Code of Conduct, in addition to the information listed here, the University maintains conduct-related policies and procedures for violations that are specific to the following:

1. Code of Academic Integrity
2. Title IX and Violence Against Women Act Policy

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

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

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.
2. Harassment/discrimination that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
3. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking.
4. Stalking (not otherwise specified in number 3 above) or persistently pursuing another person that has the effect of imposing unwelcomed contact and/or communication.
5. Disruptive behavior that hinders or interferes with the educational process.
6. Failure to promptly comply with any reasonable directive from faculty or University officials.
7. Failure to cooperate in a University investigation.
8. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).
9. Using, dealing in, or being under the influence of alcohol, other substances, or illegal drugs or use of tobacco or electronic cigarettes while in class, at campus-sanctioned events, or when meeting with campus personnel.
10. Failure to maintain confidentiality and respect for the privacy of personal or professional information communicated about clients, one’s employer, other students, or their employers.
11. Falsification, alteration, or invention of information, including, but not limited to, any third party document used to apply for financial aid or lying during a University investigation.
12. Violation of the policy on Acceptable Computer Use for Faculty and Student.
13. Hazing (any action which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).
14. Violation of federal, state, or local laws or regulations that impacts the University’s educational environment.

Alleged Student Code of Conduct violations are subject to a fair and impartial process and may result in a warning or charge.

**Procedure for Processing Alleged Violations of the Student Code of Conduct and Student Code of Academic Integrity (except misconduct falling under the Title IX and VAWA Policy):**

1. Investigation - alleged violations will be investigated in a prompt, thorough, and impartial manner. The investigation will gather relevant evidence, which may include, but is not limited to, pertinent documents and statements from witnesses.
   a. During an investigation a student may be removed from class, campus-sanctioned events, and other University functions after review and approval with an Office of Dispute Management Senior Manager, Director, or Vice President.
2. Notification - Following the investigation, if there is sufficient evidence to indicate that a violation has occurred, the student will be notified of the specific charge(s) in writing.
   a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the student will be provided. Note: A Warning Letter is not appealable.
   b. If this is a drug and/or alcohol related offense the campus must also notify the Office of Dispute Management.
3. Student Response - A student will be given ten (10) calendar days, from the date on the letter, to submit a written response to the University official designated on the charge letter.
   a. Designated University Official Definition:
      i. Academic Violations - representative from the student's college;
      ii. Behavioral Violations - Director of Grievances and Appeals
      iii. Record Violations - Registrar or designee from the Registrar's Office
   b. Failure of a student to respond to the Charging Letter will result in suspension from the University following completion of the current course (if the student is actively attending classes) and is not subject to immediate suspension.
4. Processing Student Response -
   a. A student response admitting guilt will be sent to the desig-
nated University official who will determine the appropriate sanction(s).

b. A student response denying the charge(s) will follow the Ethics Committee process outlined below.

i. An Ethics Committee will be convened to review the file and provide findings of fact and recommendations to the designated University official.

ii. The Ethics Committee will be facilitated by an impartial University administrator and composed of three impartial individuals who have no prior involvement with the student or the investigation. The Committee members include: a faculty member and two staff members: one from Student Services and one from the college.

iii. The preponderance of the evidence standard of proof (more likely than not) will be used to weigh the evidence and make a recommendation to the designated University official whether a violation occurred and what sanction, if any, is warranted.

iv. Students will be afforded the opportunity to address the Committee via teleconference to make a statement in their defense.

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

vi. Tape, digital, or other electronic recording of the committee meeting is not permitted.

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

viii. The Committee members sign a Confidentiality Statement for Committee Members and, after the Committee’s deliberations, the Case Packets are required to be destroyed in order to maintain confidentiality.

5. Decision - the administrator delivers a summary report, generally containing findings of fact and recommendations, to the designated University official who has the ultimate authority to accept, reject, or modify the recommendations of the Ethics Committee and renders the decision.

a. The decision will be communicated in writing to the student by the designated University official.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim’s next of kin, if so requested. Compliance of this disclosure does not constitute a violation of FERPA.

c. Any decision which affects a student’s admissions, enrollment, or academic status will be communicated to the Registrar’s Office for records update.

6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness of the situation and may include, but are not limited to, academic integrity and ethical behavior workshops, loss of academic credit, a failing grade on assignments or for the course, suspension, and/or expulsion.

a. A recommendation of expulsion by the designated University official will be automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before that sanction is communicated to the student.

7. Appeals - In the event that the student is found to be in violation of the Student Code of Conduct, the student may request an appeal of the decision to the SDRC or Senior Management Review Committee (SMRC) (In cases of expulsion).

a. Appeals must be requested in writing to ODM within ten (10) calendar days from the date on the letter. Appeals will only be accepted if the student can demonstrate one or more of the following:

1) New information which was unavailable at the time of the hearing, or

2) University procedures were not followed.

b. The SDRC will be facilitated by a fair and impartial administrator from the Office of Dispute Management and is comprised of a manager, a director, and an academic college representative or their respective designee. The decision of the SDRC is final and shall be communicated in writing directly to the student, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the student is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is comprised of a representative from the Office of the Provost, a Vice President from Academic Affairs or Student Services, and an Academic or Program Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing directly to the student and the campus.

Code of Academic Integrity

The University of Phoenix requires that students adhere to the ethical standards necessary to maintain individual and institutional academic integrity. As members of the University’s academic community, students acknowledge and accept a responsibility to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct.

A violation of the Student Code of Conduct - Code of Academic Integrity will be subject to appropriate disciplinary action. Academic integrity violations include all forms of academic dishonesty, including but not limited to:

1. Plagiarism - Intentional or unintentional representation of another’s words or ideas as one’s own in an academic exercise.

Examples of plagiarism include but are not limited to:

a. The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.

b. Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else’s ideas, data, language, and/or arguments without acknowledgment.

c. Presenting work as the student’s own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or
sharing of work.

d. Failure to properly cite and reference statistics, data, or other sources of information that are used in one’s work.

2. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been previously prepared and submitted for credit without fair citation of the original work. The use of one’s previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

3. Fabrication - Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results or relying on another source's results in any assignment without proper acknowledgment of that source. Fabrication includes citing sources that the student has not actually used or consulted.

4. Unauthorized assistance - Use of materials or information not authorized by the faculty member to complete an academic exercise or the completion of an academic exercise by someone other than the student. This includes, but is not limited to, providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

5. Misrepresentation - Falsely representing the student’s situation to faculty; for example when justifying an absence or the need for an incomplete grade or requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.

6. Collusion - Helping or allowing another student to commit any act of academic dishonesty.

7. Copyright infringement - Acquisition or use of copyrighted works without appropriate legal license or permission. Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing and/or illegal downloading or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities.

   a. For more information, refer to: http://www.copyright.gov/title17/92chap5.pdf for information on federal copyright infringement and remedies. Students may also access the University’s Copyright Infringement and Peer-to-Peer File Sharing policies.

Title IX and Violence Against Women Act (VAWA) Policy

The University recognizes its responsibility to adhere to Title IX of the Education Amendments of 1972. An alleged violation of the Student Code of Conduct - Title IX and VAWA sex discrimination/sexual harassment that has the effect of creating a hostile or offensive environment for any student, faculty, staff member, or visitor. This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence, dating violence, domestic violence, sexual assault, or stalking is subject to a prompt, thorough, and impartial review process.

Procedure for Processing Alleged Violations of the Student Code of Conduct - Title IX and VAWA Policy:

1. Investigation - An alleged violation of Title IX or an allegation of domestic violence, dating violence, sexual violence, or stalking will be forwarded to the University’s Interim Title IX Coordinator, Marcie L. Batschelett, JD, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-K304, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu. Refer to Title IX VAWA Policy - 4.0 Investigation Procedures and Protocols.

   a. Interim and protective measures - refer to Title IX/VAWA Policy - 3.5 Interim and Protective Measures (http://www.phoenix.edu/content/dam/altcloud/doc/UOPX-Title-IX-and-VAWA-Policy-accessible-final.pdf)

2. Notification - Following an investigation, if there is sufficient evidence to warrant a charge, the complainant and respondent will be notified of the specific charge(s) in writing

   a. In those instances where it is determined the conduct does not warrant a Charging Letter, a Warning Letter and/or counseling to the Respondent will be provided. Note: A Warning Letter is not appealable.

3. Respondent Response - A Respondent will be given ten (10) calendar days, from the date on the letter to submit a written response to the Title IX Coordinator (or designee).

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

4. Processing Respondent Response -

   a. A respondent response admitting guilt to the charge(s) will be sent to the Title IX Coordinator (or designee), who will determine the appropriate sanction(s).

   b. A respondent response denying the charge(s) will follow the Title IX Committee process outlined below.

   i. The complainant and the respondent will be given notice of the Title IX Committee meeting and afforded the opportunity to appear at the meeting telephonically and/or present written witness statements for inclusion in the Title IX Case Packet.

   ii. The Title IX Committee will be convened to review the file and make findings and recommendations to the Title IX Coordinator who will have the ultimate decision making authority regarding the complaint.

   NOTE: If it is determined that there is a conflict or bias or the appearance of a conflict or bias, The Title IX Coordinator will be removed from the process and a qualified proxy will assist. (i.e. Assistant Title IX Coordinator, or Deputy Coordinator).

   iii. The Title IX Committee will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM).

   iv. The Title IX Committee composition will be three fair and impartial individuals who have no prior involvement with the parties or the investigation: a faculty member, and two staff members: one from Student Services and one representative of the college. The Committee will have received annual training on the issues related to sex/gender discrimination, sexual harassment, domestic violence, dating violence, sexual assault, and stalking and
how to conduct a hearing process that protects the safety of victims and promotes accountability.

v. The Title IX Committee will use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Title IX Coordinator or designee about whether a violation occurred and what sanction, if any, is warranted.

vi. complainants and respondents will be afforded the same opportunity to separately address the Title IX Committee. This is conducted telephonically. The parties will not have the opportunity to cross examine or question one another or the committee members. However, the complainant and respondent may, at the discretion and direction of the committee, suggest questions to be posed by the committee.

vii. Complainant and respondent are entitled to the same opportunity to have others present during the committee meeting, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.

a. The University permits each party to have at least one support person present. Complainants and respondents are not entitled to representation by an attorney or any other third party at any point in the process.

b. Any third party in attendance is there for support and not representation.

viii. Tape, digital, or other electronic recording of the committee meeting is not permitted.

ix. The Title IX Committee members are given a Case Packet with all relevant information for the committee meeting, including any written response received from the complainant and/or respondent, all evidence discovered during the investigation, and any written witness statements the parties have submitted.

a. Parties are able to present evidence for the committee’s review; however, this evidence may not include sexual history of the complainant. Evidence of a prior consensual dating or sexual relationship does not imply consent or preclude a finding of sexual misconduct.

x. The Title IX Committee members sign a Confidentiality Statement for Committee Members and, after the Title IX Committee’s deliberations, the Case Packets are destroyed in order to maintain confidentiality.

5. Decision - the administrator delivers a summary report, containing findings of fact and recommendations, to the Title IX Coordinator or designee, who has the ultimate authority to accept, reject, or modify the recommendations of the Title IX Committee and render the decision. Any publicly available records will not include identifying information about the victim to the extent permissible by law.

a. The decision is communicated within seven (7) days in writing simultaneously to both the complainant and the respondent by the Title IX Coordinator or designee. The result must also include the rationale for the result and the sanction. Compliance of this disclosure does not constitute a violation of FERPA.

b. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, the University of Phoenix will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student(s) who is/are the alleged perpetrator(s) of the crime or offense. If the alleged victim is deceased as a result of the alleged crime or offense, the University of Phoenix will provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.

c. Any decision which affects a Respondent’s enrollment or academic status will be communicated to the Registrar’s Office for records update.

6. Sanctions - If a violation is found, disciplinary sanctions will be based on the seriousness and/or frequency of the situation and may include, but are not limited to, documented coaching by a University staff member, counseling by a contracted third-party provider, composition of a self-reflective or academic paper, completion of the Title IX/VAWA workshop, suspension and/or expulsion.

a. A recommendation of expulsion by the Title IX Coordinator (or designee) is automatically reviewed by the Student Discipline Review Committee (SDRC) in the Office of Dispute Management (ODM) and must be endorsed before the Title IX Coordinator (or designee) communicates that sanction to the student.

b. The Student Discipline Review Committee (SDRC) will be facilitated by a fair and impartial administrator from the Office of Dispute Management (ODM) and is comprised of a manager, a director, and a Dean from the accused student’s college or their respective designee. The decision of the SDRC is final and will be communicated in writing within seven (7) days to the complainant and respondent, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion.

c. If the respondent is sanctioned with expulsion, the review of the appeal will be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management (ODM). The SMRC is comprised of a representative from the Office of the Provost, a Vice President from Academic Affairs or Student Services, and a Dean (or their respective designees). The decision of the SMRC is final and will be communicated in writing within seven (7) days to the complainant and respondent.
DISPUTE RESOLUTION POLICY AND PROCEDURES

The following policy and procedures are to be used to mutually resolve disputes by and between students and the University. Students are encouraged to first bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below.

In connection with the University policies identified in Steps One, Two and Three below, this policy is intended to address disputes between a student and the University and create a framework by which a student and the University can resolve disputes. The University strongly recommends using the resources identified in Steps One, Two and Three to resolve disputes. None of these steps, however, precludes any student from seeking other forms of resolution, including in a court of law.

We agree that neither we nor anyone else will use this provision to stop you from bringing a lawsuit concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We also agree that neither we nor anyone else will use this provision to stop you from being part of a class action lawsuit in court. You may file a class action lawsuit in court or you may be a member of a class action lawsuit even if you do not file it. This provision only applies to class action claims concerning our acts or omissions regarding the making of the Federal Direct Loan or the provision by us of educational services for which the Federal Direct Loan was obtained. We agree that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan or the provision of educational services for which the Federal Direct Loan was obtained.

Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue 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 disputes should be reported. Students should carefully consult the academic catalog to gain a more complete understanding of the processes associated with reporting and resolving disputes related to these subject matters.

- Allegations of sex discrimination, sexual harassment, or other forms of discrimination: Bridget Beville, Title IX Coordinator, Office of Dispute Management ("ODM"). See Nondiscrimination Policy and Harassment Policy in the academic catalog.
- Student Code of Conduct Violations (other than sex discrimination and sexual harassment): Registrar. See Student Code of Conduct section in the academic catalog.
- General Student Grievances (other than sex discrimination and sexual harassment): Office of Dispute Management. See General Student Grievances section in the academic catalog.
- Student Grievances relating to financial aid, account balances, or collections: Campus Management. See General Student Grievances section in the academic catalog.
- Academic Issues: Student Appeals Center in ODM. See Student Appeals Center Section in the academic catalog.
- Grade Disputes: Director of Academic Affairs or designee. See Grade Disputes section in the academic catalog.

Step Two: Mediation

If a dispute is not 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 dispute is not resolved as a result of Step 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:

1. 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 Department, currently at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040.

2. 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.

3. 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.

4. 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.

5. 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

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.

3. 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.

4. 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.

5. 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.

Students are required to immediately notify the University any time they change their current address. Students can provide this notification by updating their current address in the Contact Information section of their profile on the student website (https://ecampus.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)
Bachelor of Science in Nursing/LPN/LVN to BSN (P/VN/BSN)
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)
Post Master's Certificate/Family Nurse Practitioner (FNP)
Bachelor of Science in Nursing (BSN) - California residents
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)
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ACADEMIC POLICIES

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 view their official transfer credit evaluation and progress toward degree completion at any time on their student website.

Registration

Applicants to the University must enter into the most current program of study available in their state or jurisdiction and modality. Applicants must sign an Enrollment/Disclosure Agreement for the program of study which they intend to pursue. The student’s Enrollment/Disclosure Agreement defines the student’s curriculum and degree requirements. The executed Enrollment Agreement will be effective for 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 is required to be recorded on a student’s education record if the student has or will receive U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. 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 Social Security Number omitted from the student’s education record. Should the University be made aware that U.S. Federal Title IV funding, U.S. Federal Veterans Affairs funding, and/or U.S. educational tax credit/T-1098 has or will be disbursed to a student, the student’s SSN will be added to the student’s 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.

Official Evaluation

The Office of Admissions and Records, Office of Admission and Evaluation (or designees) review applicants’ required admission documents to render an official evaluation decision. A signed Enrollment/Disclosure Agreement must be on file prior to the official evaluation being completed, and must be signed within 90 days of 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

The University recognizes the following admission statuses for degree and credit-bearing certificate seeking students:

Applicant: (RR)

Applicants qualify for Applicant status (RR) after account creation while completing the application for admission. Students in RR admission status are being evaluated for admission to the University. Students in RR admission status may attend up to four UOPX courses upon signing the Enrollment Agreement and payment of the application fee (if applicable).

Orientation Pending: (OP)

Applicants to designated undergraduate programs requiring the University Orientation Workshop who list less than 24 previous college credits as recognized by the University on the admissions application will be granted Orientation Pending (OP) admission status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admission status must satisfactorily complete the University Orientation Workshop.

Admitted with Condition: (AC)

Admitted with Condition status is used for a University sponsored risk-free period for designated programs. Applicants will be eligible for this status if they meet the following criteria:

- Have not previously been admitted as a regular student to the University
- Have not previously attended a credit-bearing course with the University

Admitted with Condition (AC) status will be granted 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 on 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 of pursuit associated with the student’s enrollment agreement.

Admitted: (AM)

Applicants will be granted unconditional admission and placed on Admitted status (AM) 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 granted Deferred admission (DF) 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 on DF status cannot attend class and will be administratively withdrawn from the University until the status is resolved.

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Provisional: (PV)
Students in designated master’s (non-doctoral) degree programs who meet all admission requirements except the minimum GPA requirement for their program may be admitted on Provisional status (PV). Students admitted on PV status must achieve a GPA of 3.0 in their University of Phoenix 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 on PV admission status. The following criteria will apply to courses completed as part of the PV requirement:
• Noncredit bearing coursework will not be counted.
• Students may repeat courses. Repeated courses, designated with a repeat (R) code on the transcript will count towards the four course PV requirement.

Applicant International Credentials: (RI)
Applicants will be granted Applicant International Credentials (RI) status if the applicant is applying to University of Phoenix 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 on 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 (ND).

Denied for Cause: (DC)
Applicants who have violated a University policy or procedure or committed some other act which, if he or she were already a student, would pose a risk to the University or would subject him or her to sanctions for violating the Student Code of Conduct, will be placed on Denied for Cause status (DC) and will be administratively withdrawn from the University.

Denied: (DN)
Applicants will be Denied Admission (DN) 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 admitted status by the completion of their fourth course will be placed on Admission Deadline Exceeded (DE) status and be administratively withdrawn from the University.

Re-entry Required: (RE)
Students who were previously placed on one of the following admission statuses: AM, PV, IV, OP, or AC for a program but have not posted positive attendance in a course for the time designated by the Re-entry policy will be placed on Re-entry Required (RE) admission status. Students placed on Re-entry Required (RE) status will be required to re-enter the most current program/version in their state or jurisdiction and submit an admission application, enrollment agreement and any other documents as required by the new program.

Student Academic Standing
The University recognizes the following student academic statuses for degree and certificate seeking students:

Regular (RG)
student is compliant with applicable academic standing and progression program requirements.

Disqualified for Admission (DA)
results when provisionally-admitted students 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 on DA status:
• will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
• may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.
• upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
• Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to re-enroll at the University and must meet all conditions of the appeal decision.

Academic Disqualification (AD)
results when students on Academic Probation (AP) 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 AP sequence. The University will note the date a student is placed on and removed from AD on the permanent transcript

Students placed on AD status:
• will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification.
• may not transfer to another program (including concentration, emphasis, specialization, or major) until they have fulfilled the disqualification period.
• upon returning are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.
• Students in Nursing and Counseling Programs Only: must be granted approval by the Student Appeals Center to re-enroll at the University and must meet all conditions of the appeal decision.
Scholastic Disqualification (SD)
results when a student does not meet the minimum grade requirement for a designated course in their program. If the minimum grade is not earned, the course will be treated as a non-passing grade (F) and will be awarded zero (0.00) credit. The course will be counted in the calculation of the GPA based on attempted credits. The University will note the date a student is placed on and removed from 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 University policy.
• 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)
results when a student is suspended for a designated period or indefinitely from the University. The student will be administratively withdrawn and the University will note the dates of suspension on the permanent transcript. Students placed 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)
results when a student is administratively withdrawn from the University and not permitted to return under any circumstance. The date of expulsion is noted on the official transcript.

Program Academic Standing

The University recognizes the following Program Academic statuses for degree and certificate seeking students.

Regular (RG)
Student is in compliance with applicable academic standing and progression program requirements.

Academic Probation (AP)
Students will be placed on AP status when their program grade point average (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 students who sign enrollment agreements on 7/1/2019 or later, new students enrolling into an associate’s or bachelor’s degree program (excluding education, nursing, and social work licensure programs) will not be placed on AP within the first four cumulative GPA applicable courses completed at the University. For the purposes of this policy, new students are defined as those who do not have positive recorded attendance in a UOPX course prior to 7/1/2019, and who have 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.

Scholastic Probation (SP)
Students in competency-based education (CBE) programs will be placed on Scholastic Probation (SP) program academic status if a minimum grade of ME is not attained in a course. If a student repeats a course due to receiving a grade that is less than a ME and does not receive a grade of ME or better on the second consecutive attempt, the student will be scholastically suspended, permanently withdrawn, from the program. Students who have been placed on SP status:
• will be allowed to continue to complete all concurrent courses enrolled in at the time they are placed in SP status, but will not be permitted to be scheduled beyond the course(s) to be repeated, and any additional courses needed, up to a maximum of four concurrent courses.
• may not transfer to another program or major without an approved SAC appeal, or until they have fulfilled the requirements for progression.

Course Statuses

Administrative Withdrawal (AW)
Student has been withdrawn from a course for failure to meet academic, admissions, candidacy, financial, or code of conduct policies.

Audit (AU)
Student has received appropriate approvals to observe the course and will not receive a letter grade.

Completed (CO)
Student has attended enough workshops to meet minimum attendance requirements and to receive a letter grade.

Dropped (DR)
Student was in a SC or EN course status and has requested to be removed from the course. The student has not met the minimum attendance requirements in the course.

Enrolled (EN)
Student has satisfied at least one week of positive class attendance and continues to actively meet class attendance requirements.

Obsolete (OB)
Student has been scheduled for a course that has been retired and that will no longer be offered by the University.

Scheduled (SC)
Student has registered for a course and no class attendance has been posted.

Insufficient Attendance (TA)
Student has been automatically removed from the course due to not meeting minimum class attendance requirements.

Withdrawn for Admissions (WI)
Student has not been officially evaluated or student has been removed from admissions (AM) status after completing five courses.

Waived with Credit (WO)
The Office of Admissions and Evaluation or the Registrar’s Office has processed a waiver.

Withdrawn for Prerequisite (WP)
Student has failed to meet the course or program prerequisite requirement.

Exemption (WV)
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 program policy.

- **2S**: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.
- **2N**: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate status of 2N restricts the student from attending any future courses until the requirements are met and the student will be Administratively Withdrawn from the University.

Enrollment Status

The University recognizes the following enrollment statuses:

**Program Level Enrollment Status**

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Code</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Full-Time</td>
<td>F</td>
<td>The student's required academic workload for his/her program is at least 6 credits for an academic year, the student is meeting course attendance and (for CBE programs) academic engagement requirements, and the student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.</td>
</tr>
<tr>
<td>Active Less Than Half Time</td>
<td>L</td>
<td>The student's required academic workload for his/her program amounts to less than the 6 credits for an academic year, as determined by the University. In addition, the student is meeting course attendance and (for CBE programs) academic engagement requirements and student's official last date of attendance based on Academically Related Activities (ARAs) does not exceed 14 days. Institutionally Scheduled Breaks and In Progress Extension (IX) grades are excluded from the 14 day out of attendance calculation.</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>A</td>
<td>The student is on an approved Leave of Absence (LOA).</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>W</td>
<td>The student has been withdrawn from the University. Withdrawal can be unofficial, official or administrative.</td>
</tr>
<tr>
<td>Academic Complete</td>
<td>C</td>
<td>Academic program requirements have been satisfied, as identified by the academic complete date field in the academic system of record; however, the student's program has not been officially audited nor has the University's Registrar's office officially conferred the degree.</td>
</tr>
<tr>
<td>Graduated</td>
<td>G</td>
<td>The student has completed all program requirements and degree is conferred.</td>
</tr>
<tr>
<td>Deceased</td>
<td>D</td>
<td>The student is deceased.</td>
</tr>
<tr>
<td>Not Started</td>
<td>X</td>
<td>The applicant has not yet attended a course in his/her program.</td>
</tr>
</tbody>
</table>

**Student Level Enrollment Status (Overall Enrollment Status)**

The program level Enrollment Status determines a student's overall enrollment status with the University. If there are multiple programs on record, the overall enrollment status will reflect the enrollment status of the program with the highest priority.

**Student Falsification of Information**

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required.
Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

On-Camera Conduct Policy

Students, faculty, and staff of University of Phoenix may have reason to use electronic camera communication. Any person engaging in a University of Phoenix related activity who activates a camera presence, whether intentionally or unintentionally, must comply with the following guidelines. Failure to comply with these guidelines may result in a disciplinary action.

- All persons appearing on camera must be dressed appropriately, as if present in a physical classroom or office setting. Examples of prohibited conduct include, but are not limited to, appearing on camera without appropriate covering; having exposed undergarments; and wearing clothing which is sexual, discriminatory, or otherwise unprofessional in nature.
- The area visible by the other party must be free from all items which may detract from or be disruptive to the educational environment. Examples of prohibited items include, but are not limited to, firearms, drugs (legal or illegal); drug paraphernalia (legal or illegal); tobacco products; and material which is sexual, political, discriminatory, or otherwise unprofessional in nature.
- The area in use by all parties must be free from general distractions. Examples include, but are not limited to, children, animals, electronics, appliances, and other adults.
- Parties appearing on camera are to conduct themselves at all times in a professional manner. Either party to on-camera communication may end their video presence at will.

General Grievances

The University has established specific processes for students who wish to submit a grievance or appeal. These processes are outlined within the following policies: Grades, Non-Discrimination and Equal Opportunity, Harassment, Student Dispute Resolution Policy and Procedures, Grade Disputes and Corrections, Academically-Related Appeals - Student Appeals Center, and Student Code of Conduct.

Grievances relating to financial aid and account balances must be reviewed by campus management before being submitted to the Office of Dispute Management (ODM). When such a grievance is received in the ODM, the student will be provided with guidance on filing a formal grievance via that office.

Student grievances and appeals not addressed in policy can be submitted in writing to the ODM, which will determine the appropriate course of action.

Academically-Related Appeals - Student Appeals Center (SAC)

Requests for exceptions to academic policy must be submitted via appeal to the Student Appeals Center (SAC). SAC decision-makers have the authority to make exceptions to University policy based upon a student's individual circumstances. Decisions are based upon maintaining the academic integrity of the institution. It is incumbent upon the student to provide their campus representative with an appeal letter and all relevant documents and statements of support for the request. Students and campus representatives are required to refer to the specific policy being appealed in order to determine the eligibility of the request. SAC Decisions are ineligible for appeal through any other entity within the University.

Grading Procedures

Course grades can be viewed on the student website (https://ecampus.phoenix.edu) on the Schedule and Grades link or Program tab. In addition, students may view their grades on the official and unofficial transcript available on the home page by selecting Order Transcripts under the Quick Links listing. Faculty members are required to post final grades within seven days of completion of the course.

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

Grade Definitions

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 has established the following grading guidelines with which all faculty must comply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C–</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D–</td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
<td>.00</td>
</tr>
</tbody>
</table>

Competency-Based Education (CBE) Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>4.00</td>
</tr>
<tr>
<td>ME</td>
<td>3.00</td>
</tr>
<tr>
<td>NM</td>
<td>.00</td>
</tr>
</tbody>
</table>

The following grades are not issued quality points and do not calculate into the GPA:

I = Incomplete
IP = In Progress
IX = In Progress extension
W = Withdrawal
W/F = Withdrawal failing
P = Passing
AU = Audit
QC = No grade awarded
NC = No credit
WC = Waived with credit

The minimum passing grade for a University course is D; however, some University programs and courses require higher minimum grades. Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points, as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high levels of originality and creativity.

B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.

C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.

D = Unacceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.

F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

I = INCOMPLETE. Student granted extension to complete assignments. A student who receives an Incomplete is given up to five weeks, at the discretion of the faculty, 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. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An “operational war zone” is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an Incomplete “I” grade can be issued instead of a “W” grade. The “I” grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of 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:

• This grade is only awarded to eligible students who are approved for reasonable accommodations under American 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.

WF = WITHDRAWAL/FAILING. Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one week of a course and reached the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING
Student satisfactorily completed the course.

NC = NO CREDIT
Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT
Student withdrew from the course; no grade was issued.

CBE Grade Definitions:

MA = MASTERED. A grade of MA is given for performance of demonstrated competency that exceeds course expectations as defined for course competencies. A grade of MA is equivalent to an A in traditional grading formats. Students must achieve a grade of MA for all required competency assessments to be issued a grade.
The course end date has passed without successful completion. Student has been administratively withdrawn from the course due to any of the following scenarios:

- Student failed to meet the academic engagement requirement for their program (exceeded 14 consecutive days without an academically-related activity in any CBE course in their program)
- Student has been administratively withdrawn from the University and/or program during the course.
- The course end date has passed without successful completion of all competencies.

I = INCOMPLETE. Student granted extension to complete assignments. A student who receives an incomplete is given up to five (5) weeks, at the discretion of the faculty, from the scheduled course completion date to complete the course requirements and receive a grade.

Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An "operational war zone" is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conlict 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.

IX = IN PROGRESS EXTENSION. An IX grade may be awarded in the following instances:

This grade is only awarded to eligible students who are approved for reasonable accommodations under American Disabilities Act (ADA) 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 be 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 W when the course exceeds its expiration date and no grade has been submitted.

A student may not enter into another course while there is an IX grade posted.

The faculty evaluator issues grades for CBE competencies and courses. Only grades earned for a CBE course are listed on student transcripts. Grades for individual CBE competency assessments are not listed. Students have a maximum of 16 weeks to complete all competency assessments within a CBE course.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Program applicable coursework that may not apply toward the program in terms of credit but is needed to fulfill a proficiency, prerequisite, or other degree requirement will be included in the program GPA.

Students wanting to improve their Grade Point Average (GPA) may repeat a previously completed course, or complete an equivalent. The initial course will be removed from the GPA calculations, 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. Academic Standing and Scholastic Disqualification policies will need to be referenced within each program for additional guidelines or limitations.

Academic Forgiveness

University of Phoenix provides the following academic forgiveness options for students.

University of Phoenix, 2019-2020
ACADEMIC POLICIES
• **Course Repeat:** Students wanting to improve their GPA may repeat a previously completed course, or complete an equivalent. 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. Academic Standing and Scholastic Disqualification policies will need to be referenced 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 University of Phoenix courses, may request to have two course grades removed from calculating into their program GPA for the duration of their undergraduate studies at University of Phoenix. Doctoral, graduate, and certificate programs are not eligible for Academic Reprieve.

Courses removed from the program GPA through Academic Reprieve will continue to apply to the cumulative GPA. Required course of study courses in which a student 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; 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 University of Phoenix 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 Reports and Transcripts**

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. The student’s official transcript is prepared by the Registrar’s Office. The official transcript will show the current enrollment status, all program(s) and GPA as well as courses, grades, credits, and dates of instruction. All grades for-credit courses taken at University of Phoenix. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institutions will be included on the transcript. If itemized information for these credits are needed, the student must contact the school where the credits were completed.

NOTE: Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade-point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who are in good financial standing with the University.

Students may request official transcripts from the student website (https://ecampus.phoenix.edu) on the home page by selecting Order Transcripts under the Quick Links listing and by following the directions for requesting a transcript. Students may also request transcripts by phone, fax or mail by contacting the Admissions and Records Service Center at 800-866-3919. Transcript Request Forms are also available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4025 S Riverpoint Parkway CFL-308, Phoenix, AZ 85040. The Family Education Rights and Privacy Act of 1974 requires that all mail-in transcript requests be submitted in writing and be signed by the student.

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

**Grade Disputes and Grade Corrections**

- The University has established a dispute process for students who believe a grade has been awarded incorrectly.
- Student grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or if the faculty member determines the original grade was improperly calculated.
- 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 Non-Discrimination and Harassment policies.
- Disputes challenging a grade that also allege violation of an established University policy (other than discrimination or harassment) are addressed by the director of academic affairs, or designee, who may mediate a resolution between the student and faculty member. 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 the student being degree conferred.

**Program and Modality Changes**

Students wishing to change their program/version must enter into the most current program or version offered in their state or juris-
Students in a non-CBE program may not change to a CBE program to rescind a previously conferred academic credential (degree or certificate). Situations may arise where it becomes necessary for the University to rescind a previously conferred academic credential (degree or certificate).

University of Phoenix 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.

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 and posted positive attendance, and were in good academic standing in a University program at the time of their death.

Posthumous degrees may be presented to immediate family members who submit a notarized Affidavit of Family Member of Deceased Student or to the executor of the estate with official written authorization.

Degree Posting

Degrees are conferred and posted to students’ academic record 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 and who have met all financial obligations to the university.

Students who are not eligible for degree conferral are notified by their Academic Representative of their degree deficiencies.
Graduation with Honors
Bachelor's degree students who complete their degree program with a program GPA of 3.85 or higher will graduate with honors. The “Graduated with Honors” designation will appear on the University diploma and permanent transcript.

Participation in Commencement Ceremony
Commencement ceremonies are held at several 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 website.

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. Campuses are not permitted to grant exceptions to these policies and no appeals will be accepted.

Students who attend commencement ceremonies prior to completing their degree requirements are not guaranteed 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 bachelor’s degree students who have met the University Honors requirements, by the commencement ceremony date, and have met all other eligibility criteria, will be recognized at commencement ceremonies with the University honor cord. Students who attend commencement ceremonies and wear the University honor cord prior to degree conferral are not guaranteed the “Graduated with Honors” designation on the University diploma and permanent transcript. Academic standards must be met in order for a “Graduated with Honors” degree to be awarded. Students may fail to meet the University Honors standards after attending commencement ceremonies.

Certificate students are not eligible to participate in commencement ceremonies.

Program Completion Deadlines
The following program completion deadlines outline the time-frames allotted to students to complete all requirements for their selected program version:

<table>
<thead>
<tr>
<th>Program</th>
<th>Years for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts (Credit Recognition)</td>
<td>within 2 years</td>
</tr>
<tr>
<td>Bachelors</td>
<td>within 8 years</td>
</tr>
<tr>
<td>Masters</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Doctoral except for PHD/IO &amp; EdS</td>
<td>within 8 years</td>
</tr>
<tr>
<td>PHD/IO</td>
<td>within 9 years</td>
</tr>
<tr>
<td>EdS</td>
<td>within 3 years</td>
</tr>
</tbody>
</table>

Program completion deadlines are calculated based on the course start date for the first course in which a student posts positive recorded class attendance after their enrollment agreement sign date.

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 will still be considered to have completed their program within the completion deadline.

Changes to a selected major, concentration, emphasis, or en-route credential in which a student remains in the same program version will not result in a change to the student’s program completion deadline.

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 course in which they post positive recorded attendance 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.

Disclaimer on Job Placement
The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.
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 that they are specific to degree-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 program code for a College or non-credit bearing courses that are part of a Continuing Education program code.
- 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 U.S. law. University of Phoenix 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 U.S. 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 U.S. Law. For 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. Registrants 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 registrant’s personal information.

University of Phoenix does not market to potential students in European Union (EU) member countries. Individuals who reside in an EU member country will not be enrolled or admitted unless they are a U.S. citizen or are affiliated with the U.S. Military. 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 academic preparedness requirements:(E1, E3)

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate, or completion of the HiSET examination with a passing score.(E4)
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Students 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. (E5)

Students who reside in the United States must meet one of the following requirements:
- Be a legal resident of the United States
- Have been granted permanent residency
- Have a valid visa that does not prohibit educational studies
- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the enrollment paperwork.
- Have been granted asylum or refugee status
- Have a valid F1 Visa
- Students 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
- Must meet state immunization and Health Insurance Requirements
- Provide an unofficial or official transcript demonstrating that any applicable prerequisites have been satisfied for their selected course(s). To satisfy a prerequisite the course must meet the following criteria:
  - have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university,
  - have been completed with a grade of "C" or better or comparable passing benchmark
  - be comparable in content and must be an equivalent level or higher level course
- Must not have been expelled from University of Phoenix or other institutions.

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 regionally or approved nationally accredited, or candidate for accreditation, college or university 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.

Non-degree students may complete an unlimited number courses; however, non-degree students will not be awarded a degree or cer-
California Early Completion Option

- California residents may qualify, per state Commission requirements, for the Early Completion Option (ECO). 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 (ECO) consists of credit-bearing, non-degree coursework. Candidates are not completing a University of Phoenix certificate or degree.
- The California Early Completion Option requires:
  - Completion of the following coursework (120 pre-service hours):

    **MAED/TED 07CA**
    - **Multiple Subject**: MTE 506CA; MTE 518CA; ELL 500; SPE 514CA; RDG 537CA; MTE 522CA
    - **Single Subject**: MTE 506CA; SEC 508CA; ELL 500; SPE 514CA; RDG 542CA; MTE 523CA

    **MAED/TED 08 CA**
    - **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 outlined in the ECO checklist, students are eligible to apply for the Intern Credential.
  - Early Completion Option (ECO) students enrolled in this option must validate a full-time student teaching experience (minimum 15 weeks) as the teacher of record.
  - Students must successfully complete 15 weeks 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 (ECO) students who have completed coursework, but have not met their IR requirements within the contracted school year, may not be eligible to maintain their internship credential.
  - Early Completion Option (ECO) students must pass the Teaching Performance Assessment on their first attempt and within one year of being issued the intern credential. Students who do not pass the Teaching Performance Assessments on their first attempt must transition to the CA internship option in the MAED/TED CA programs.
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.
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ACADEMIC QUALITY AND OUTCOMES ASSESSMENT

Academic Quality and Outcomes Assessment - Ensuring Consistent Quality

Ensuring Consistent Quality
Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University’s effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students’ educational experiences and institutional processes. The comprehensive nature of the academic quality systems and the data produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment are used in the curriculum development process and in the creation of faculty professional development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes-based Assessment
Academic quality is an integral part of the culture of continuous improvement at University of Phoenix. The University’s focus on academic quality improvement ensures that the institution is meeting its mission through continuous assessment and evaluation of faculty, curriculum, and processes.

Curriculum Development
University of Phoenix curriculum is designed to integrate adult learning theory, constructivist learning theory, brain-based learning research, and professional practice. Programs of study are defined and guided by professional standards, competencies, and/or proficiencies for student achievement of learning outcomes. Curriculum is designed to facilitate the acquisition of theoretical content and useful knowledge and skills identified as essential to the academic and professional success of working adults. The curriculum is designed to integrate academic theory, skills, dispositions, lifelong learning, and professional practice in a manner applicable to students’ work and life experiences.

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

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

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

Academic assessment provides the means for monitoring the educational experience of our students and gathering evidence of student learning. The University’s academic assessment processes include an ongoing combination of direct measures, such as course-embedded assignments, portfolios, and exams, and indirect measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide valid and reliable evidence to support continuous improvement of academic programs.

Assessment of Students’ Educational Experiences and Administrative and Educational Support Units
Another major component of ensuring academic quality improvement is the assessment of students’ educational experiences and the processes of administrative and educational support units. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curriculum, and administrative services. By performing interim program review, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from academic quality improvement resources is used for assessing overall quality and compliance.

Multiple Measures of Effectiveness Academic Program Review
Academic Program Review (APR) at University of Phoenix is designed to foster academic excellence at all levels of the University. The APR affords UOPX faculty and college/school leadership the information to support the improvement of student learning; the structure to assess program quality, relevancy, and currency; the opportunity to reflect on the alignment of program goals with institutional mission and strategic initiatives; and the provision of data and evidence to support college/school and institutional planning, budgeting, and decision-making. The APR is a key component of the University’s assessment system and reflected within the University Program Life Cycle (UPL).

Beginning of Program Survey (Registration)
During the registration process, students are asked to provide basic background information about themselves. Much of the information from this Registration Survey is used for analyzing outreach trends and for regulatory reporting. However, the Registration Survey also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University: to identify major academic and professional objectives, to rate the importance of factors influencing their decision to choose the University of Phoenix over alternative institutions, and to indicate what instructional methods are most effective in helping them assimilate and retain knowledge. The Registration Survey is also used to discover how students learned about the University, how they are financing their
education, where they live and work in relation to University facilities, and whether they are satisfied with the recruitment and registration processes.

**Student End-of-Course Survey (SEOCS)**

Students in all courses complete an End-of-Course Survey, which focuses on students’ evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University’s teaching/learning model is functioning in meeting student needs.

**Faculty End-of-Course Survey (FEOCS)**

Faculty complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for evaluating programmatic curriculum. Faculty are also the University’s best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

**Faculty Grading Practices**

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program. Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

**End-of-Program Survey**

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to continually enhance curriculum, instruction, student services, and overall university operations.

**Academic Alumni Questionnaire**

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University’s mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience according to the stated program student learning outcomes, how effective the University’s teaching/learning model was in helping them achieve their educational goals, and their employers’ opinions of the programs’ benefits. Data gleaned from the Questionnaire is used in program evaluation.

**Persistence, Retention, and Graduation Studies**

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

**Classroom Performance Review**

The University is committed to providing excellent instructors, which necessarily calls for an ongoing system of faculty evaluation. Faculty members receive periodic Classroom Performance Reviews and feedback from Student End-of-Course Surveys. Faculty members also have an opportunity to provide the University with input about course curriculum, University services, and other related topics at the end of each course. Campus staff review and follow up on all input and feedback from students and faculty. A periodic Classroom Performance Review is completed for each active faculty member at least once every two years. The review represents one method of faculty evaluation based on a class observation.

Each review is conducted with a standardized form by a trained reviewer. Based on the observation, campus academic leadership and the faculty member discuss strengths and areas for improvement related to the faculty member’s facilitation skills, assessment and feedback practices, coverage of course objectives, and overall class management.
Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. You are automatically a lifetime member, and no fee or registration is required.

To get the most out of your membership, visit the alumni website at phoenix.edu/alumni and update your profile. You may also print your Alumni Membership Card from your profile page to use as proof of graduation for discounts and more. Begin connecting with the association and your fellow graduates, and start exploring the benefits available to you:

**Career Resources**

- **PhoenixLink™** - Continue accessing the entire suite of career tools you enjoyed as a student. PhoenixLink™s where you’ll find support for your career goals, powerful networking tools, opportunities to give back and so much more.
- Search and apply for exclusive jobs.
- Find even more job postings on the Extended Job Network.
- Schedule career counseling sessions.
- Access the University’s alumni mentor database.
- View career planning and development resources.

**Alumni Services**

- **Alumni Locator Tool** - Find and connect with other graduates of University of Phoenix who have public profiles, and build a foundation that promotes communication and networking. Visit phoenix.edu/alumni/directory-search.
- **Alumni Mentor Program** - Join forces: knowledge + experience = power. The program connects University of Phoenix students and alumni to UOPX alumni volunteers for one-on-one online mentorships. Alumni mentors share success stories, industry insights and provide motivation and support. You can apply to be a mentor today or request a mentor for yourself. Find out more on the Alumni Association website at phoenix.edu/alumni/mentor.
- **Alumni Business Directory** - Are you an entrepreneur? Promote your business to fellow alumni. Not an entrepreneur? Support the businesses of your fellow alumni. phoenix.edu/alumni/business-directory
- **Alumni Chapters** - There are Alumni Chapters in cities across the country. Share experiences, advice and contacts informally by joining a chapter near you. To learn more about specific locations and chapter events, visit phoenix.edu/alumni/chapters.
- **Benefits & Savings** - Save money on brand-name items through University Marketplace, featuring discounts and cash-back offers from hundreds of retailers. Visit uopxalumnimarketplace.com. University of Phoenix also has agreements with several businesses to bring discounts to UOPX alumni. You can find these special offers on the Benefits and Discounts page of the Alumni Association website.
- **Social Media** - When our network grows, so does yours. Connect and stay in touch with fellow graduates near and far through Facebook®, Instagram®, LinkedIn®, Pinterest® and Twitter®online communities.

**Financial Services**

- **Student Loan Resources** - Manage your student loan repayment options and make better financial decisions with iGrad, our complimentary financial planning tool. Visit alumni.phoenix.edu/iGrad.

**Academic Resources**

- **Complimentary online resources** - Keep learning and brush up on skills you use in the workplace with continued 24/7 access to the University’s Alumni Library phoenix.edu/library, the Center for Mathematics Excellence phoenix.edu/mathematics-excellence and the Center for Writing Excellence found through the eCampus 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 800.795.2586

E-mail address: alumni@phoenix.edu
facebook.com/uopxalumni
instagram.com/uopxalumni
linkd.in/uopxalumni
pinterest.com/uopx
twitter.com/uopxalumni
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 are submitted to the University. Students must sign a “Transcript Request Form” for each transcript being requested from educational institutions and national testing programs. 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.

Transcript Time Limits
All official transcripts must show an issuance date not more than one year prior to receipt by the University. If residing in the United States, 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. An applicant who has earned an undergraduate degree, or other transfer credit, from an institution outside of the United States, but who has earned a master’s degree from a regionally accredited or approved nationally accredited institution is 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 United States may enroll in University of Phoenix courses upon the completion of their admission application and enrollment agreement provided that they meet all admission requirements for their selected program.

For applicants with academic records from colleges or universities earned outside of the United States, the University will accept copies of academic records issued from international institutions to conduct a pre-evaluation to determine comparability of previous academic studies for unofficial admission and advisement purposes.

For official admission and transfer credit evaluation purposes, previous academic credentials earned outside of the United States must meet the University’s verification standards prior to an official admission or transfer credit decision being rendered. Verification of previous academic credentials earned outside of the United States can be satisfied by one the following methods:

• Receipt and verification of official academic credentials issued directly to University of Phoenix by the applicant’s previous institution;
• Receipt and verification of official academic credentials held in possession of the student as the official record of academic studies conducted in the student’s specific country;
• Receipt and verification of official correspondence issued directly to University of Phoenix by the student’s previous institution indicating that copies of academic credentials and/or level study is 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 Admission and Evaluation.

For applicants with academic records from colleges or universities earned outside of the United States from a regionally accredited or approved nationally accredited institution, academic credentials will be subject to the same policies as credentials issued from a domestic institution.

Secondary completion credentials earned outside of the United States are considered comparable to United States secondary com-
Admission Deadlines
University of Phoenix (UOPX) cannot guarantee that students who begin coursework will be admitted to their degree or credit-bearing certificate program. Students in all programs must be officially admitted by the completion of their fourth UOPX course. 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.

Admissions Appeal Process for Expelled Students
Expelled students are not eligible for admission to University of Phoenix (UOPX).

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 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).
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement. This Nevada requirement does not apply to College of Education programs.
- 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 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 within two years of application to the University.
- 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 result in a charge under the Student Code of Conduct if it is discovered after their admission to UOPX that they were expelled from an undisclosed institution.

Undergraduate Admission Requirements

| Requirement                                                                 | Description                                           |
|                                                                            |                                                      |
| 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). |
| Nevada                                                                       | Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement. This Nevada requirement does not apply to College of Education programs. |
| English Language Proficiency Requirement                                   | Achieved a minimum 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 within two years of application to the University. |
|                                                                             |                                                      |
- Students who have been expelled from University of Phoenix are not eligible for admission.

- Applicants who reside in the United States must meet one of the following requirements:
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum or refugee status.

Applicants who reside in Canada must meet one of the following requirements:
- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies

Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.

Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

- or-

- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
- The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

Applicants who reside in the United States must meet one of the following requirements:
- Be a legal resident of the United States
- Have been granted permanent residency
- Have a valid visa that does not prohibit educational studies
- Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the applications admission in order for US to verify TPS status.
- Have been granted asylum or refugee status.

Applicants who reside in Canada must meet one of the following requirements:
- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies

• Students 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 the majority of coursework, 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 regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

  • Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

  • Providing that University residency policy is met, through an approved articulation agreement or Educational 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 Workshops

Applicants to designated undergraduate programs requiring the Workshop for admission who list less than 24 previous college credits as recognized by the University on the application are required to successfully complete a three week University Orientation Workshop (UNIV 100 for Online or UNIV 101 for local campus) prior to attending a credit bearing degree applicable course.

The following define the University Orientation Workshop statuses:

- Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
• **Orientation Complete (OC):** Applicant has attended all three weeks and successfully submitted all assignments.

• **Orientation Not Complete (ON):** Applicant has not successfully completed all Orientation requirements and will remain on Orientation Pending (OP) admission status. Applicants will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

• **Orientation Extended (OX):** An extension has been awarded to eligible applicants who require reasonable accommodations under Americans with Disabilities Act (ADA). If an applicant does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status.

Orientation Complete (OC) and Orientation Not Complete (ON) completion statuses are not considered grades and will not be calculated in the grade point average (GPA).

Students who were previously admitted to the University are not required to complete the University Orientation Workshop.

**Risk Free Period Policy**

Students enrolled in programs that are eligible for the risk free period policy are not required to complete a University Orientation Workshop.

The first three weeks of the first course constitute the trial period for programs that are eligible for the risk free period policy. First time attendees who indicate less than 24 previous college credits (as recognized by the University) on the admission application, who have not previously been admitted as a regular student to the University, and who are intending to pursue such programs will participate in the trial period and will be conditionally admitted. This trial period will apply to all repeated attempts to complete the first course in the program while students are in Admitted with Condition status. Students will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course (or after the fourth week) and after having transfer credits evaluated.

Students will not be eligible for Title IV, HEA funds until they are admitted as a regular student after the trial period has completed. Once admitted as a regular student, students become eligible for Title IV, HEA program funds back to the beginning of the payment or loan period, as applicable, including the trial period. Students who decide not to continue in the trial period may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University. Students who withdraw after the trial period and do not continue enrollment will not be eligible for Title IV, HEA program funds for the trial period.

Students will indicate their intent to continue with their program by meeting class attendance requirements in the fourth week of their first course (or after the fourth week) at which point the trial period will end. Students completing the trial period that meet class attendance requirements for their fourth week or after will be financially responsible for all associated course charges. Students that record positive class attendance in at least one class that do not meet the class attendance requirements for the course due to exceeding maximum allowable absences will receive a “W” grade for the course which will be documented on the University of Phoenix transcript.

*Programs that are eligible for the risk free period policy are indicated as such in the “General Information” section of the program’s policy in the catalog.

**Academic Progression Requirements**

**Phoenix Success Series (Pathway A and Pathway B Programs)**

- 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 requirements.

**Phoenix Success Series Content Area Requirements**

<table>
<thead>
<tr>
<th>PSS Course Content Area Requirements</th>
<th>Credits</th>
<th>PSS Course</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>3</td>
<td>PSY 110</td>
<td></td>
</tr>
<tr>
<td>College level writing &amp; College level research/ writing</td>
<td>6</td>
<td>ENG 100</td>
<td>ENG 200</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
<td>FP 100</td>
<td></td>
</tr>
<tr>
<td>Critical thinking</td>
<td>3</td>
<td>HUM 115</td>
<td></td>
</tr>
</tbody>
</table>

**Phoenix Success Series Preferred Sequence and Prerequisites**

GEN 201 ................................................................................... 3 credits

Foundations for University Success

PSY 110 ~ ................................................................. 3 credits

Psychology of Learning

ENG 100 ~ ................................................................. 3 credits

Critical Reading and Composition

HUM 115 ~ ................................................................. 3 credits

Critical Thinking in Everyday Life

FP 100 ~ ................................................................. 3 credits

Everyday Economics and Finances

ENG 200 ~ ................................................................. 3 credits

Research and Rhetoric

- Concurrent enrollment is prohibited during any of the PSS courses.
- The PSS must be completed within the first six courses upon enrollment and prior to beginning the required course of study. The PSS contributes to fulfillment of the General Education and elective requirements.

**First-Year Sequence for New Jersey Local Campus**

- Applicants disclosing 24 or more previous college credits on the admissions application, enrolling in designated undergraduate programs must successfully complete the entry course as outlined in the individual program policy as the first course with UOPX, and are not required to enroll in the First-Year Sequence.
• Applicants disclosing fewer than 24 previous college credits on the admissions application, enrolling in designated undergraduate programs, are required to complete the First-Year Sequence
• Prior Learning Assessment and credits earned through National Testing Programs are not included as previous college credits when determining placement in the First-Year Sequence.
• First-Year Sequence students must satisfy all seven (7) required courses from the First-Year Sequence prior to enrolling in any other program applicable course.

Preferred Sequence
GEN 195 ................................................................. 3 credits
SOC 110 ~ ............................................................. 3 credits
COM 170 ~ ............................................................. 3 credits
COM 172 ~ ............................................................. 3 credits
HUM 114 ~ ............................................................. 3 credits
Critical Thinking and Creative Problem Solving
HUM 114 ~ ............................................................. 3 credits
PSY 211 ~ .............................................................. 3 credits
Essentials of Psychology
FP 120 ~ ............................................................... 3 credits
Essentials of Personal Finance
SCI 163 is an optional course that may be taken prior to or the completion of the First-Year Sequence. Students choosing to take SCI 163 may take the course any time after GEN 195.
With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
• University of Phoenix coursework,
• Regionally or nationally accredited coursework (C- or higher grade),
• National Testing Programs
• ACE evaluated Military credits.
Transfer activity used to satisfy a First-Year Sequence course must be comparable in content to the University of Phoenix course it is replacing, must be at least 2.67 credits, and must be equivalent level or higher.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

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 scientific reasoning and knowledge, and use basic research methods in science to explain key concepts in the physical and life sciences.
• Students will develop the necessary writing skills to share knowledge, present analysis and engage effectively in daily workplace communication.
• Students will employ appropriate technology to collect, analyze, synthesize, and disseminate information.
• Students will use mathematical principles to interpret and represent information in various mathematical forms, and perform computation and quantitative analyses to solve problems and draw appropriate conclusions.
• Students will incorporate essential knowledge, theories, and research methods in social sciences, history, and behavioral sciences to analyze and propose solutions for social, political, and economic problems.
• Students will use information literacy principles to locate and evaluate information for relevancy, reliability, and currency.
• Students will evaluate the role of diversity, including culture, class, ethnicity, and gender identity in human affairs.
• Students will analyze works of art and literature as aesthetic and cultural expressions of specific historical and social contexts to demonstrate artistic involvement in society.

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, group process, 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, group process, 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.

**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.

**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.

**Prior Learning Assessment**

**Prior Learning Assessment Eligibility Guidelines**
University of Phoenix 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 learning essays upon applying to PLA. This documentation includes, but is not limited to, proof of completion, proof of course length, proof of course modality, course descriptions, and verification letters. Documentation of professional training submitted for evaluation must match the timeframe in which the license was completed.

The student must demonstrate college-level writing skills in Experiential Learning Essays conforming to the writing standards required of all students enrolled at University of Phoenix. Credits will be awarded for coursework, professional training, and experiential learning only when it does not duplicate credits previously applied as transfer activity, the UOPX required course of study, or topics from other submissions for credit.

The University of Phoenix recognizes credit recommendations of the American Council on Education ACE/CREDIT Guide, the American Council Guide to Educational Credit by Examination, and the National College Credit Recommendation Service (NCCRS). Credit is awarded using the recommendations as a guide and is not required to be assessed internally by the University’s PLA department. Courses which have been transcripted for academic college-level credit by a regionally accredited institution are not eligible for evaluation through the assessment process, whether or not credit has been awarded, unless they are Continuing Education Units (CEU), professional training courses, extension courses, or courses that are generally considered less than degree applicable college-level credit.

PLA may apply towards both the lower division and upper division credit requirements of the University’s undergraduate degree programs unless otherwise specified in policy or limited by the state or jurisdiction of a student’s residence. PLA may also apply towards graduate level requirements upon the assessment and review of the activity by the appropriate college or school in which the associated graduate level program or courses reside. Students may not rewrite an Experiential Learning Essay more than once.

Students may submit a completed Experiential Learning Essay up to 90 days after an essay topic has been removed or modified from the Approved Essay Topic List. University of Phoenix Code of Academic Integrity Policy is applicable to all PLA submissions.

**Prior Learning Assessment Credit Assessment**
Credit is awarded based on clock hours or academic content equivalence as determined by PLA evaluators or one of the University’s Colleges, Schools, or the Provost’s Office.

If an item submitted for professional training review is determined by the evaluator to be so extensive that it is worth more than three credits, the evaluator may recommend division of the content into multiple course titles.

Experiential Learning Essays shall be awarded one, two, or three lower division or upper division undergraduate semester credits as indicated on the Approved Essay Topics List.
With an approved essay, the student will be awarded the credit as indicated in the essay submission documentation. Incomplete or unsatisfactory essays will not be awarded credit. No partial credit will be awarded for essays. Experiential Learning Essays will be awarded credit limited in application to elective and/or general education options at the undergraduate level only. Assessed credits will appear on the student's University of Phoenix transcript after they are awarded. Students have the right to challenge credit awards. Challenges must be submitted to PLA in writing by the student within six weeks of the date of the credit award letter. Challenges received after this date will not be considered. A student enrolled in an associate degree program may earn a maximum of 15 credits for Experiential Learning Essays and a student enrolled in a baccalaureate program may earn a maximum of 30 credits for Experiential Learning Essays.

**Corporate Agreement - Credit Recommendation Guide**

The University will endeavor to create Corporate Agreements with other corporations as appropriate in order to enhance transfer credit options for students coming to University of Phoenix. Transfer credit recommendations will be created in the format of a Credit Recommendation Guide (CRG). CRGs will define transferability, applicability, and individual credit recommendations of corporations' professional training/seminars, deemed by assessment as comparable to college level learning, to University undergraduate degree program credit requirements. Credits indicated on a CRG are only a recommendation and not a guarantee of credits to be awarded as professional training programs and content may change over time. Evaluation and determination of credit award for activities listed on the CRG will follow the Credit Assessment Guidelines as indicated in Prior Learning Assessment Credit Assessment. A list of corporations with which University of Phoenix has established corporate agreements can be viewed at http://www.phoenix.edu/admissions/prior_learning_assessment/corporate-credit-recommendation-guide.html.

**Prior Learning Assessment Submission and Posting & Fees**

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees. When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment: Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment.html.

**Standardized Credit Recommendations**

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution’s discretion. Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

**Program Length**

**Associate Programs**

The established "normal time" to complete a program is as follows: Education - 90 to 104 weeks, Health Professions - 90 to 106 weeks, Social and Behavioral Sciences - 90 to 109 weeks, Business and Information Technology - 90 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 220 weeks, Health Professions - 200 to 204 weeks, Nursing - 202 to 215 weeks, Social and Behavioral Sciences - 200 to 225 weeks, Business and Information Technology - 200 to 204 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

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 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 may be offered at these University of Phoenix campus locations: Jersey City. 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 values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, economics, finance, business law and ethics, management, marketing, organizational behavior, business statistical techniques, and information systems. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course.

Program Student Learning Outcomes

In addition to the knowledge and skills related to the University Learning Goals, 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 decision-making skills and consider ethical implications when solving business situations.
- Students will integrate business concepts and principles to advance organizational goals.
- Students will analyze interrelationships among distinct functional areas of an organization.
- Students will analyze the implications of operating in a changing global business environment.
- Students will apply knowledge attained from the following domains of the BSB program as practitioners in business:
  - Finance
  - Marketing
  - Information Systems
  - Research Methodologies
  - Economics
  - Business Law
  - Management
  - Accounting
- Students will examine the degree of alignment between their individual values and the organization's values as reflected in the organization's plans and actions.

BSB Program Category Requirements- Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Communications, 3 total credits

COM 295 ~ ................................................................. 3 credits
Business Communications

Business Information Systems, 3 total credits

BIS 220 ~ .............................................................. 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits

MGT 312 ~ .............................................................. 3 credits
Organizational Behavior for Managers

Accounting, 6 total credits

ACC 290 ~ ............................................................. 3 credits
Principles of Accounting I

ACC 291 ~ ............................................................. 3 credits
Principles of Accounting II

Ethics and Legal Topics in Business, 3 total credits

ETH 321 ~ ............................................................. 3 credits
Ethical and Legal Topics in Business

Economics, 6 total credits

ECO 365 ~ ............................................................. 3 credits
Principles of Microeconomics

ECO 372 ~ ............................................................. 3 credits
Principles of Macroeconomics

Finance, 3 total credits

FIN 370 ~ .............................................................. 3 credits
Finance for Business

Marketing, 3 total credits

MKT 421 ~ ............................................................. 3 credits
Marketing

Business Statistics, 3 total credits

QNT 275 ~ ............................................................. 3 credits
Statistics for Decision Making

Business Capstone, 3 total credits

BUS 475 ~ ............................................................. 3 credits
Integrated Business Topics
BSB Upper Division Business/Management Electives, 18 total credits

The University reserves the right to modify the required course of study.

General Information for the BSB
- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for "Admitted with Condition" status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate's degree or higher from a regionally or nationally accredited institution on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate's degree or higher from a regionally or approved nationally accredited institution on their admission application will be placed in Pathway B.
- 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 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:
  - Financial Planning Certificate
  - Marketing Certificate
  - Human Resource Management Certificate
  - General Management Certificate
  - Business Analytics Certificate
  - Associate of Arts with a Concentration in Business Fundamentals
- Students may apply for conferral of an en-route credential upon meeting the following program requirements:
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - Fulfillment of the minimum University residency requirement
- Students may elect to update or remove the selected credentials by completing a new enrollment agreement reflecting the new selection of credentials.

Degree Requirements for the BSB
- Completion of a minimum of 120 credits.
  - General Education - 45 credits
  - Required Course of Study (BSB) - 39 credits
  - Upper Division Business/Management Electives - 18 credits
  - Electives - 18 credits
- A minimum of 42 upper division credits.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Bachelor of Science in Business

General Education Requirements for the BSB
A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits
Communication Arts, 6 credits
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 higher; or 6 credits of statistics or higher

Science and Technology, 6 credits
Must include at least three (3) credits in the physical or biological sciences
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 economics
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.

General Education Requirements for the BSB for students obtaining an Associates En-Route Credential
A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Liberal Arts Component, 36 credits
Communication Arts, 6 credits
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 higher; or 6 credits of statistics or higher

Science and Technology, 6 credits
Must include: 3 credits in the physical or biological sciences
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 economics
Pathway B must include: 3 credits in psychology
Additional Liberal Arts, 6 credits
Interdisciplinary Requirement, 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.

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.
- Students transferring to University of Phoenix into an undergraduate Bachelor of Science in Business degree program with a previously completed Associate degree in Business under Direct Transfer Agreement (DTA) provisions from a Community or Technical College in the state of Washington will be considered as satisfying their lower division elective and general education requirements making the student Required Course of Study ready at University of Phoenix. Students utilizing this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements policy sections for their Bachelor of Science in Business degree program.

Residency Requirements and Course Waivers for the BSB
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 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 regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request. Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- Providing that University residency policy is met, through an approved articulation agreement or Educational 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 18 credit Upper Division Business/Management Elective requirement may be satisfied by any of the following means:
- Upper Division UOPX Business/Management coursework.
- Previously completed Graduate UOPX Business/Management coursework.
- Upper Division Certificate approved in the student’s state or jurisdiction.
- Upper Division or Graduate Business/Management transfer activity that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date.

The following course(s) may not be waived: BUS 475

Business Master’s Pathway for the BSB
Bachelor of Science in Business student 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 Upper Division Business/Management electives or general 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 521 ~ ................................................................. 3 credits
- Management
- 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.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- Re-entry students who cannot 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 may be offered at these University of Phoenix campus locations: Jersey City. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross-functional managers in an organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The program focuses on the development of management roles and emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Upon completion of the program, students will possess the skills and competencies needed to determine and implement key management decisions and develop skills in leadership, human resource management, change management, and core business functional areas.

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 identify management principles necessary for organizational effectiveness.
- Students will evaluate the effectiveness of processes used to achieve organizational goals.
- Students will apply key problem-solving strategies in the analysis and recommendation of business decisions.
- Students will analyze the implications of diversity in an organization.

BSM Program Category Requirements - Pathway A and Pathway B

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

Business Communications, 3 total credits

COM 295 ~ .................................................................3 credits
Business Communications

Management, 12 total credits

MGT 312 ~ .................................................................3 credits
Organizational Behavior for Managers
HRM 300 ~ .................................................................3 credits
Fundamentals of Human Resource Management
LDR 300 ~ .................................................................3 credits
Innovative Leadership
MGT 426 ~ .................................................................3 credits
Managing Change in the Workplace

Economics, 3 total credits

ECO 372 ~ .................................................................3 credits
Principles of Macroeconomics

Ethics and Social Responsibility, 3 total credits

ETH 321 ~ .................................................................3 credits
Ethical and Legal Topics in Business

Quantitative Techniques/Statistics, 3 total credits

QNT 275 ~ .................................................................3 credits
Statistics for Decision Making

Accounting, 3 total credits

ACC 290 ~ .................................................................3 credits
Principles of Accounting I

Marketing, 3 total credits

MKT 421 ~ .................................................................3 credits
Marketing

Finance, 3 total credits

FIN 419 ~ .................................................................3 credits
Finance for Decision Making

Strategy, 3 total credits

MGT 498 ~ .................................................................3 credits
Strategic Management

The University reserves the right to modify the required course of study.
General Information for the BSM

- First time attendees with the University who indicate less than 24 previous college credits (as recognized by the university) on the admission application and who meet the requirements for “Admitted with Condition” status, will be admitted with condition to this program according to the risk free period policy.
- Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
- Applicants who disclose a previously completed associate’s degree or higher from a regionally or nationally accredited institution on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate’s degree or higher from a regionally or approved nationally accredited institution on their admission application will be placed in Pathway B.
- 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 BSM

- Students may declare and earn additional credentials that are approved in their state or jurisdiction en-route to completing the bachelor degree. Students must sign and submit the enrollment agreement that corresponds with the unique combination of desired credentials to be earned. Possible credentials include an associate degree. Listed below are all of the possible en-route credentials:
  - Associate of Arts Concentration in Business Fundamentals
  - Fulfillment of the minimum University residency requirement
  - Prior Learning Assessment and credits earned through National Testing Programs are excluded from the calculation of previous college credits.
  - Successful completion of all the courses outlined in the enrollment agreement for the credential
  - Achievement of the minimum program GPA
  - 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 BSM

- Completion of a minimum of 120 credits that include the following distribution:
  - General Education - 45 credits
  - Required Course of Study (BSM) - 36 credits
  - Electives - 39 credits
  - A minimum of 33 upper division credits.
  - A minimum grade point average (GPA) of 2.0.
  - The 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.

General Education Requirements for the BSM

A minimum of 45 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits
Pathway A must include: 3 credits of College Composition
Pathway B must include: 6 credits in college-level research and writing
Mathematics, 6 credits
Pathway A must include: 3 credits of quantitative reasoning or higher; or 6 credits of statistics or higher

Science and Technology, 6 credits
Must include at least three (3) credits in the physical or biological sciences
Humanities, 6 credits
Pathway B must include: 3 credits in critical thinking
Must include: 3 credits of upper division Humanities coursework
The preferred course is PHL 320
Social Science, 6 credits
Pathway B must include: 3 credits in psychology
Must include: 3 credits of upper division Social Science coursework
The preferred course is SOC 315
Additional Liberal Arts, 6 credits
Must include: GEN 201
Interdisciplinary Component, 9 credits
Pathway B must include: 3 credits in economics
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.

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 the majority of coursework, 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 regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request. Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational 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 elective requirement may be satisfied by any of the following means:

- Any upper and/or lower division UOPX coursework.
- Previously completed UOPX graduate coursework.
- Upper or lower division Certificate approved in the student’s state or jurisdiction.
- 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 elective 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 521 ~.................................................................................3 credits
- Management
- ENT 527 ~................................................................................3 credits
- Opportunity Assessment and Innovation
- 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.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.

- 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 may be offered at these University of Phoenix campus locations: Jersey City. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Please contact your enrollment representative for more information.

The Bachelor of Science in Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.
Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

**Program Student Learning Outcomes**

In addition to the knowledge and skills related to the University Learning Goals, 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 examine the degree of alignment between their individual values and the organization’s values as reflected in the organization’s plans and actions.
- Students will apply financial accounting principles to record and communicate measurable business activities to stakeholders.
- Students will analyze accounting financial statements to support effective financial decision making.
- Students will evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Students will apply business issues in the application of generally accepted accounting principles, government and not-for-profit accounting, international transactions, taxation, and auditing.

**Program Category Requirements - Pathway A and Pathway B**

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

### Communications, 3 total credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 295</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Information Systems, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 210</td>
<td>3</td>
</tr>
</tbody>
</table>

**Quantitative Techniques/Statistics, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>QNT 275</td>
<td>3</td>
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</tbody>
</table>

**Accounting Principles, 6 total credits**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ACC 290, ACC 291, ACC 292, ACC 293, ACC 294</td>
<td>3</td>
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</table>

**Management, 6 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 320</td>
<td>3</td>
</tr>
<tr>
<td>Critical Thinking and Decision Making in Business</td>
<td>3</td>
</tr>
<tr>
<td>MGT 312</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Behavior for Managers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Ethics and Legal Topics in Business, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETH 321</td>
<td>3</td>
</tr>
<tr>
<td>Ethical and Legal Topics in Business</td>
<td>3</td>
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</tbody>
</table>

**Economics, 6 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 365</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 372</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>3</td>
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</tbody>
</table>

**Marketing, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 421</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Finance, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 370</td>
<td>3</td>
</tr>
<tr>
<td>Finance for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**Strategy, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 475</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Business Topics</td>
<td>3</td>
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</tbody>
</table>

**Cost Accounting, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 349</td>
<td>3</td>
</tr>
<tr>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 350</td>
<td>3</td>
</tr>
<tr>
<td>Cost Accounting for Accountants</td>
<td>3</td>
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</table>

**Intermediate Accounting, 9 total credits**

<table>
<thead>
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<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 421, ACC 422, ACC 423</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Financial Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Financial Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Financial Accounting III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Tax, 3 total credits**

Students must choose one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 455</td>
<td>3</td>
</tr>
<tr>
<td>Corporate Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 456</td>
<td>3</td>
</tr>
<tr>
<td>Individual/Estate Taxation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Government & Non-Profit Accounting, 3 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 460, ACC 461, ACC 462</td>
<td>3</td>
</tr>
<tr>
<td>Government and Non-Profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 466</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Auditing, 6 total credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 491, ACC 492, ACC 493</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Auditing I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 492, ACC 493, ACC 494</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Auditing II</td>
<td>3</td>
</tr>
</tbody>
</table>
Accounting Research, 3 total credits
ACC 497 ~ ..........................................................3 credits
Advanced Topics in Accounting Research
ACC 498 ~ ..........................................................3 credits
Advanced Topics in Accounting Research Capstone
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’s degree or higher from a regionally or nationally accredited institution on their admission application will be placed in Pathway A. Applicants who do not disclose a previously completed associate’s degree or higher from a regionally or approved nationally accredited institution on their admission application will be placed in Pathway B.
- 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 degree. Students must sign and submit the enrollment agreement for the credential means:
- University of Phoenix coursework
- Activity that is acceptable in transfer to the University
- National Testing Programs are excluded from the calculation of previous college credits.
- Activity that is acceptable in transfer to the University
- 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.

General Education Requirements for the BSACC
A minimum of 45 of the 120 credits must be in the general education areas approved by the University.
- Communication Arts, 6 credits
- Mathematics, 6 credits
- Science and Technology, 6 credits
- Humanity, 6 credits
- Social Science, 6 credits
- Additional Liberal Arts, 6 credits
- Interdisciplinary Component, 9 credits

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 the majority of coursework, 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 regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request. Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

Providing that University residency policy is met, through an approved articulation agreement or Educational 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, ACC 498, 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 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 533 ~ ................................................................. 3 credits
  People and Organizations
- LDR 535 ~ ................................................................. 3 credits
  Leading Change

**MM Pathway Courses**

- MGT 521 ~ ................................................................. 3 credits
  Management
- ENT 527 ~ ................................................................. 3 credits
  Opportunity Assessment and Innovation
- LDR 535 ~ ................................................................. 3 credits
  Leading Change

**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.
- Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- 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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The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- A completed and signed certificate application and application fee
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - or-
  - achieved a minimum score of 69 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
  - Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
  - Applicants who reside in the United States must meet one of the following requirements:
    - Be a legal resident of the United States
    - Have been granted permanent residency
    - Have a valid visa that does not prohibit educational studies
    - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
    - Have been granted asylum or refugee status.
  - Applicants who reside in Canada must meet one of the following requirements:
    - Be a legal resident of Canada
    - Be a landed immigrant
    - Have a valid visa that does not prohibit educational studies
    - A signed Enrollment/Disclosure Agreement.
    - Completion of any state-specific required documents or forms.
    - Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix.
    - Students who have been expelled from University of Phoenix are not eligible for readmission to University of Phoenix. No appeals will be accepted.
    - Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean.
Program Length

The established "normal time" to complete a certificate program is as follows: Education - 45 to 55 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 - 30 to 45 weeks. 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 may be offered at these University of Phoenix campus locations: Jersey City. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. 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.

Required Course of Study for the CERT/MKT

Students must choose 3 of the following:

- BRM 353 ~ ................................................................. 3 credits
- Consumer Behavior
- MKT 435 ~ ................................................................. 3 credits
- MKT 438 ~ ................................................................. 3 credits
- Integrated Marketing Strategies

MKT 440 ~ ................................................................. 3 credits
- Hospitality Marketing
- MKT 441 ~ ................................................................. 3 credits
- Product and Brand Management
- MKT 444 ~ ................................................................. 3 credits
- Marketing Research
- MKT 445 ~ ................................................................. 3 credits
- Marketing Research
- MKT 498 ~ ................................................................. 3 credits
- Green Marketing

Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1). Courses requiring prerequisites are identified by a ~ symbol following the course number.

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 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), CHESPE (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.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Marketing (Undergraduate)

Residency Requirements and Course Waivers for the CERT/MKT

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.
  - The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
- The following course 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 a program applicable course is considered for re-entry.
- Any student in a competency-based education (CBE) program is considered for re-entry if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
- 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 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 must 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 may be offered at these University of Phoenix campus locations: Jersey City. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. 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.

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).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 300</td>
<td>Fundamentals of Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 434</td>
<td>Management Law</td>
<td>3</td>
</tr>
<tr>
<td>HRM 324</td>
<td>Total Compensations</td>
<td>3</td>
</tr>
<tr>
<td>HRM 420</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 326</td>
<td>Employee Development</td>
<td>3</td>
</tr>
<tr>
<td>HRM 498</td>
<td>Strategic Human Resource Management and Emerging Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

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 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).
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the CERT/HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: Human Resource Management (Undergraduate)

Residency Requirements and Course Waivers for the CERT/HRM

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  • The activity must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  • The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of 'C' (2.0) or better or comparable passing benchmark for nontraditional credits.
  • The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  • Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.
  • The following course 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.
• Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
• 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 may be offered at these University of Phoenix campus locations: Jersey City. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. 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.

Required Course of Study for the CERT/MGT

Courses requiring prerequisites are identified by a ~ symbol following the course number. Course descriptions for all courses are listed in the Course Guide section of the catalog (page B-1).

MGT 312 ................................................................................. 3 credits
Organization Behavior for Managers

MGT 498 ~ ........................................................................... 3 credits
Strategic Management

Students must choose 4 of the following:

ACC 400 ~ ........................................................................... 3 credits
Accounting for Decision Making

BRM 353 ~ ........................................................................... 3 credits
Product and Brand Management

CPMG 300 ~ ........................................................................... 3 credits
Project Management

FIN 419 ~ ........................................................................... 3 credits
Finance for Decision Making

HM 370 ~ ........................................................................... 3 credits
Hospitality Management

HRM 326 ~ ........................................................................... 3 credits
Fundamentals of Human Resource Management

HRM 498 ........................................................................... 3 credits
Employee Development

ISCOM 305 ~ ........................................................................... 3 credits
Systems Operations Management

ISCOM 450 ~ ........................................................................... 3 credits
Strategic Supply Chain Management

LDR 300 ~ ........................................................................... 3 credits
Innovative Leadership

MGT 317 ........................................................................... 3 credits
Critical Skills in Management

MGT 411 ........................................................................... 3 credits
Innovative and Creative Business Thinking

MGT 418 ........................................................................... 3 credits
Evaluating New Business Opportunities

MGT 420 ........................................................................... 3 credits
Managing Quality in the Supply Chain

MGT 426 ........................................................................... 3 credits
Managing Change in the Workplace

MKT 445 ~ ........................................................................... 3 credits
Sales, Tools, and Strategies
**Additional Admission Requirements for the CERT/MGT**

- 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).

- Applicants must have access to a suitable work environment for completion of course assignments.

- A minimum grade point average (GPA) of 2.0.
- Completion of a minimum of 18 credits.
- The activity must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better or comparable passing benchmark for nontraditional credits.

- The activity must be comparable in content and semester academic credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- Experiential Learning (essay) credit is not eligible to waive courses in the required course of study.

- The following course may not be waived: MGT 498

**Certificate Completion Requirements for the CERT/MGT**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- Students earning the certificate en-route will only be placed on Academic Probation if their bachelor program GPA falls below the minimum requirement.
- Students earning this certificate en-route to completion of a degree program must meet the minimum GPA requirement at the conclusion of all required coursework for the certificate to be eligible for certificate conferral.
- The certificate awarded for this program will read as: General Management (Undergraduate)

**Residency Requirements and Course Waivers for the CERT/MGT**

- Students must meet established University residency requirement for certificate conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 3 credits from their required course of study.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous credit bearing activity in transfer which meets the following criteria:
  - The activity must have been completed at a regionally approved nationally accredited, or candidate for accreditation, college or university, or from an approved source of nontraditional transfer credit as listed in University transfer policy.
  - 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.
  - Any student in a competency-based education (CBE) program is considered to be a re-entry student if no academically related activity has been posted for more than 365 days from the official last date of attendance for their program.
  - 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.
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  - 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.

**Required Courses**

- Web Analytics for Digital Marketing: MKT 448 ~ 3 credits
- Innovation for the 21st Century: OF 370 ~ 3 credits
- Organizational Negotiations: MGT 445 ~ 3 credits
- The Music Business Today: MUS 320 ~ 3 credits

- The certificate awarded for this program will read as: General Management (Undergraduate)
Certificate Awards

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

Accreditation and Affiliations

The following agencies have supported the development of the certificate program that relates to their specific field:

- The Society for Human Resource Management (SHRM)
- Project Management Institute (PMI), Globally Registered Education Provider (R.E.P.)
- Call Center Industry Advisory Council (CIAC)
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TUITION AND FEES - GROUND CLASSROOM RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the "Standard Tuition Cost Per Credit" column of the table below, and 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: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

<table>
<thead>
<tr>
<th>Program/Offering Type</th>
<th>Standard Tuition Cost Per Credit</th>
<th>Military Cost Per Credit</th>
<th>Alumni Cost Per Credit</th>
<th>Associate Transfer Cost Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degree Programs</td>
<td>$398.00</td>
<td>$250.00</td>
<td>$350.00</td>
<td>$350.00</td>
</tr>
<tr>
<td>Master Degree Programs</td>
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<td>$475.00</td>
<td>N/A</td>
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</tr>
<tr>
<td>Non-Degree Single Courses (Undergraduate Level)</td>
<td>$398.00</td>
<td>$250.00</td>
<td>$350.00</td>
<td>N/A</td>
</tr>
</tbody>
</table>
CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table ABOVE and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates ☐

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions ☐

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program ☐

d) Continuing Students in any MSC program ☐

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

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 regionally accredited institution (or nationally accredited nursing program), 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.

The three tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Between 3/17/2015 and 10/31/2016: The rates shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 3/17/2015 and 10/31/2016, who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 3/17/2015 and 10/31/2016, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 3/17/2015 and 10/31/2016 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 3/17/2015 and 10/31/2016.

Continuing Students Enrolled Prior to 3/17/2015: The rates shown below are those charged for students signing an enrollment agreement prior to 3/17/2015, who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 3/17/2015, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 3/17/2015, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 3/17/2015 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.
### UNDERGRADUATE TUITION PER CREDIT (Jersey City)

<table>
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<tbody>
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<td>$410.00</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+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.
### GRADUATE TUITION PER CREDIT (Jersey City)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA</td>
<td>$ 740.00</td>
<td>$ 740.00</td>
<td>$ 700.00</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students.

+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.
### FEES (Jersey City)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book and Material Charges</td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Resource Fees (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate++</td>
<td>$ 170.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Graduate</td>
<td>$ 195.00</td>
<td></td>
</tr>
<tr>
<td>Resource Fees+ (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate++</td>
<td>$ 170.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Graduate</td>
<td>$ 195.00</td>
<td></td>
</tr>
<tr>
<td>CLEP®/DSST Examination+++</td>
<td>$ 20.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Student Exam Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior Learning Assessment Fee (for credit-bearing PLA submissions)</td>
<td>$ 99.00</td>
<td>Upon completion of the PLA assessment (if credit was received)</td>
</tr>
<tr>
<td>Check Return Fee</td>
<td>$ 25.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$ 25.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Diploma Rush</td>
<td>$ 45.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$ 30.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Duplicate Certificate</td>
<td>$ 15.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Transcript</td>
<td>$ 15.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Transcript Rush</td>
<td>$ 30.00</td>
<td>Upon request.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students

+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.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a resource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University.
TUITION AND FEES - ONLINE RATES

Tuition and fees are listed in the price tables in the ensuing pages. Tuition charged can vary based on whether a student is considered "new" or "continuing" for purposes of tuition and fees.

NEW STUDENTS

New Students enrolled on or after 1/17/2018, who meet one of the following criteria as of 1/17/2018, will be charged the rates listed in the 'Standard Tuition Cost Per Credit' column of the table below, and 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: 1) individuals enrolling at University of Phoenix who do not have any positive attendance in any degree or credit-bearing certificate program course at the University, 2) University of Phoenix students who have graduated (degree/certificate conferred) from a University of Phoenix degree or credit-bearing certificate (not an en-route certificate) and are enrolling in a new program, and have not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students returning to a University of Phoenix program after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), 4) University of Phoenix students who are changing from a bachelor or master degree program (from which they have not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral), or 5) University of Phoenix students who met any of the preceding New Student criteria on or after 1/17/2018, who subsequently change from a program (from which they have not graduated) to another program at any level, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted).

Tuition

<table>
<thead>
<tr>
<th>Program/Offering Type</th>
<th>Standard Tuition Cost Per Credit</th>
<th>Military Cost Per Credit</th>
<th>Alumni Cost Per Credit</th>
<th>Associate Transfer Cost Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Programs</td>
<td>$398.00</td>
<td>$250.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Bachelor Degree Programs</td>
<td>$398.00</td>
<td>$250.00</td>
<td>$350.00</td>
<td>$350.00</td>
</tr>
<tr>
<td>Master Degree Programs (except MSC, MSN, MAED and MBA-CB - see below)</td>
<td>$698.00</td>
<td>$375.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MSC programs</td>
<td>$698.00</td>
<td>$550.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MSN programs</td>
<td>$540.00</td>
<td>$475.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MAED programs</td>
<td>$540.00</td>
<td>$475.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MBA-CB program</td>
<td>$300.00</td>
<td>$300.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Undergraduate Certificate Programs (except the programs listed below)</td>
<td>$398.00</td>
<td>$250.00</td>
<td>$350.00</td>
<td>N/A</td>
</tr>
<tr>
<td>CCNA (students in CERT/CCNA see Bachelor Degree programs rates above)</td>
<td>$290.00</td>
<td>$250.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CERT/APLUS</td>
<td>$290.00</td>
<td>$250.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>NETPLUS</td>
<td>$290.00</td>
<td>$250.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate Certificate Programs (except the programs listed below)</td>
<td>$698.00</td>
<td>$375.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>All College of Nursing Graduate Certificate Programs</td>
<td>$540.00</td>
<td>$475.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ASC Program</td>
<td>$540.00</td>
<td>$475.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CERT/CTEL Program (For CA residents only)</td>
<td>$175.00</td>
<td>$175.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CERT/T2T-E Program</td>
<td>$280.00</td>
<td>$280.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Program/Offering Type

<table>
<thead>
<tr>
<th>Program/Offering Type</th>
<th>Standard Tuition Cost Per Credit</th>
<th>Military Cost Per Credit</th>
<th>Alumni Cost Per Credit</th>
<th>Associate Transfer Cost Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERT/T2T-S Program</td>
<td>$280.00</td>
<td>$280.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CERT/ECH Program</td>
<td>$400.00</td>
<td>$400.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CERT/ALT-E Program (For FL residents only)</td>
<td>$275.00</td>
<td>$275.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CERT/ALT-S Program (For FL residents only)</td>
<td>$275.00</td>
<td>$275.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CERT/SPE</td>
<td>$540.00</td>
<td>$475.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CERT/AP-E</td>
<td>$540.00</td>
<td>$475.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CERT/AP-S</td>
<td>$540.00</td>
<td>$475.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CERT/AP-SE</td>
<td>$540.00</td>
<td>$475.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Doctoral</td>
<td>$810.00</td>
<td>$650.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Degree Single Courses - Undergraduate Level</td>
<td>$398.00</td>
<td>$250.00</td>
<td>$350.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Degree Single Courses - Graduate Level (except the course types listed below)</td>
<td>$698.00</td>
<td>$575.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Nursing Single Courses - Graduate Level</td>
<td>$540.00</td>
<td>$475.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Education Single Courses - Graduate Level</td>
<td>$540.00</td>
<td>$475.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Continuing Education for Educators</td>
<td>$175.00</td>
<td>$175.00</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
CONTINUING STUDENTS

All Continuing Students as of 2/16/2018, (who meet one of the criteria 1-4 listed below) will be charged the same tuition rates listed in the table ABOVE and will be given a guarantee of these tuition rates until their program completion deadline, unless they change programs or program versions, EXCEPT those continuing students who fall into any of the following exception categories:

a) Continuing Students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates

b) Continuing Students who are actively receiving and part of any of the following tuition reduction agreements, that were entered into prior to 1/17/2018, and who have chosen to remain with their tuition agreement rate: the Phoenix Scholarship Rewards Program (PSRP), the Phoenix Academic Achievers Scholarship (PAAS), the PAAS for MBA, the Advancing Nurse Leadership Scholarship, the Non Degree Alumni Discount, and/or employer tuition reductions

c) Continuing Students who are participating in the Near Graduation Tuition Reduction program

All Continuing Students must meet one of the following criteria:

1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 1/17/2018, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 1/17/2018, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 1/17/2018 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.

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 regionally accredited institution (or nationally accredited nursing program), 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.

The two tuition pricing categories defined below are for tuition rates that were in effect prior to 2/16/2018, and which are now only applicable to Continuing Students who have chosen to remain on their tuition reduction program (listed in subsection 'b' in the Continuing Students section above), continuing students who are participating in the Near Graduation Tuition Reduction program (see subsection 'c' in the Continuing Students section above), or continuing students who have chosen to opt out of the "Continuing Students Effective 2/16/2018" tuition rates. The tuition rates for these categories are listed by program in the pricing table that follows these pricing category descriptions.

Continuing Students Enrolled Between 11/1/2016 and 1/16/2018: The rates and fees shown below are applicable to students who meet one of the following criteria: 1) individuals who enrolled at University of Phoenix between 11/1/2016 and 1/16/2018 who did not previously have any positive attendance (i.e. "Y" posted) in any degree or credit-bearing-certificate program course at the University, 2) University of Phoenix students who graduated (degree conferred) from a University of Phoenix degree program and subsequently enrolled in a new program between 11/1/2016 and 1/16/2018, and had not attempted any other program, with positive attendance (i.e. "Y" posted), since graduating from the previous program, 3) students who returned to a University of Phoenix program between 11/1/2016 and 1/16/2018 after having no positive attendance ("Y" posted) in any degree or credit-bearing-certificate program course for longer than 365 days from the last positive attendance ("Y" posted), or 4) University of Phoenix students who changed from a bachelor or master degree program (from which they had not graduated) to another program at a higher degree level (e.g., bachelor to master, master to doctoral) between 11/1/2016 and 1/16/2018.

Continuing Students Enrolled Prior to 11/1/2016: The rates and fees shown below are applicable to continuing students who meet one of the following criteria: 1) University of Phoenix students who have been pursuing a degree or credit-bearing-certificate program when the first positive attendance ("Y" posted) was prior to 11/1/2016, who have not been out of attendance (no positive attendance "Y" posted) within 365 days from the last recorded positive attendance ("Y" posted), 2) University of Phoenix students who are changing from a program (from which they have not graduated) to another at the same or lower level, who started the former program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), 3) University of Phoenix students who are changing from an associate program (from which they have not graduated) to a bachelor program, who started the associate program prior to 11/1/2016, and who have at least one recorded positive attendance ("Y" posted) within 365 days of the last recorded positive attendance ("Y" posted), or 4) University of Phoenix students who are changing from a credit-bearing certificate program from which they have not graduated, or from an en-route credit-bearing certificate program from which they have graduated, to an associate or bachelor program, when the first positive attendance ("Y" posted) for the credit-bearing certificate program was prior to 11/1/2016 and when there is positive attendance ("Y" posted) in the credit-bearing certificate program within 365 days of enrollment in the associate or bachelor program.
### UNDERGRADUATE TUITION PER CREDIT (ONLINE)

<table>
<thead>
<tr>
<th>College</th>
<th>Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>Amount* - Continuing** Students Enrolled Prior to 11/1/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Recognition Program</td>
<td>$ 250.00</td>
<td>$ 250.00</td>
</tr>
<tr>
<td>Associates</td>
<td>$ 410.00</td>
<td>$ 410.00</td>
</tr>
<tr>
<td>College of Business &amp; Information Technology (Level 100 and Level 200)</td>
<td>$ 415.00</td>
<td>$ 410.00</td>
</tr>
<tr>
<td>College of Business &amp; Information Technology (Level 300 and Level 400)</td>
<td>$ 415.00</td>
<td>$ 635.00</td>
</tr>
</tbody>
</table>

Please note that there are exceptions to the general college rate as listed below.

- BS/COM (Level 100 and Level 200) $ 410.00
- BS/COM (Level 300 and Level 400) $ 410.00
- BSIT (Level 100 and Level 200) $ 410.00
- BSIT (Level 300 and Level 400) $ 635.00
- CCNA $ 290.00
- CERT/ABA (Level 100 and Level 200) $ 410.00
- CERT/ABA (Level 300 and Level 400) $ 635.00
- CERT/AOIL (Level 100 and Level 200) $ 410.00
- CERT/AOIL (Level 300 and Level 400) $ 635.00
- CERT/ACS (Level 100 and Level 200) $ 410.00
- CERT/ACS (Level 300 and Level 400) $ 635.00
- CERT/AHIT (Level 100 and Level 200) $ 410.00
- CERT/AHIT (Level 300 and Level 400) $ 635.00
- CERT/AISS (Level 100 and Level 200) $ 410.00
- CERT/AISS (Level 300 and Level 400) $ 635.00
- CERT/AMD (Level 100 and Level 200) $ 410.00
- CERT/AMD (Level 300 and Level 400) $ 635.00
- CERT/AMMD (Level 100 and Level 200) $ 410.00
- CERT/AMMD (Level 300 and Level 400) $ 635.00
- CERT/AN (Level 100 and Level 200) $ 410.00
- CERT/AN (Level 300 and Level 400) $ 635.00
- CERT/APLUS $ 290.00
- CERT/ASD (Level 100 and Level 200) $ 410.00
- CERT/ASD (Level 300 and Level 400) $ 635.00
- CERT/AV (Level 100 and Level 200) $ 410.00
- CERT/AV (Level 300 and Level 400) $ 635.00
- CERT/CCNA (Level 100 and Level 200) $ 410.00
- CERT/CCNA (Level 300 and Level 400) $ 635.00
- CERT/CSC (Level 100 and Level 200) $ 410.00
- CERT/CSC (Level 300 and Level 400) $ 630.00
- CERT/CTL (Level 100 and Level 200) $ 410.00
- CERT/CTL (Level 300 and Level 400) $ 630.00
- CERT/DA (Level 100 and Level 200) $ 410.00
- CERT/DA (Level 300 and Level 400) $ 635.00
- CERT/DS (Level 100 and Level 200) $ 410.00
- CERT/DS (Level 300 and Level 400) $ 635.00
- CERT/HIT (Level 100 and Level 200) $ 410.00
- CERT/HIT (Level 300 and Level 400) $ 635.00
- CERT/IAS (Level 100 and Level 200) $ 410.00
- CERT/IAS (Level 300 and Level 400) $ 635.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 3)

+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.
<table>
<thead>
<tr>
<th>College</th>
<th>Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>Amount* - Continuing** Students Enrolled Prior to 11/1/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERT/ISS</td>
<td>$300.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>CERT/JRN (Level 100 and Level 200)</td>
<td>$410.00</td>
<td>$410.00</td>
</tr>
<tr>
<td>CERT/JRN (Level 300 and Level 400)</td>
<td>$630.00</td>
<td>$630.00</td>
</tr>
<tr>
<td>CERT/LCO (Level 100 and Level 200)</td>
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<td>$410.00</td>
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<tr>
<td>CERT/LCO (Level 300 and Level 400)</td>
<td>$630.00</td>
<td>$630.00</td>
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<tr>
<td>CERT/MMD (Level 100 and Level 200)</td>
<td>$410.00</td>
<td>$410.00</td>
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<tr>
<td>CERT/MMD (Level 300 and Level 400)</td>
<td>$635.00</td>
<td>$635.00</td>
</tr>
<tr>
<td>CERT/MS (Level 100 and Level 200)</td>
<td>$415.00</td>
<td>$410.00</td>
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<tr>
<td>CERT/MS (Level 300 and Level 400)</td>
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<tr>
<td>CERT/NS (Level 100 and Level 200)</td>
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<td>CERT/NS (Level 300 and Level 400)</td>
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<tr>
<td>CERT/PRG (Level 100 and Level 200)</td>
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<tr>
<td>CERT/PRG (Level 300 and Level 400)</td>
<td>$410.00</td>
<td>$410.00</td>
</tr>
<tr>
<td>CERT/SM</td>
<td>$410.00</td>
<td>$410.00</td>
</tr>
<tr>
<td>CERT/VC</td>
<td>$300.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>CERT/WA (Level 100 and Level 200)</td>
<td>$410.00</td>
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<tr>
<td>CERT/WA (Level 300 and Level 400)</td>
<td>$635.00</td>
<td>$635.00</td>
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<tr>
<td>NETPLUS</td>
<td>$290.00</td>
<td>$290.00</td>
</tr>
<tr>
<td>College of General Studies (Level 100 and Level 200)</td>
<td>$410.00</td>
<td>$410.00</td>
</tr>
<tr>
<td>College of General Studies (Level 300 and Level 400)</td>
<td>$450.00</td>
<td>$450.00</td>
</tr>
</tbody>
</table>

Please note that there are exceptions to the general college rate as listed below.

| BS/BIO (Level 100 and Level 200) | $410.00 | $435.00 |
| BS/BIO (Level 300 and Level 400) | $435.00 | $435.00 |
| BS/HIS (Level 100 and Level 200) | $410.00 | $435.00 |
| BS/HIS (Level 300 and Level 400) | $435.00 | $435.00 |
| BS/HST (Level 100 and Level 200) | $410.00 | $435.00 |
| BS/HST (Level 300 and Level 400) | $435.00 | $435.00 |
| SUS (Level 100 and Level 200) | $410.00 | $410.00 |
| SUS (Level 300 and Level 400) | $630.00 | $630.00 |

Please note that there are exceptions to the general college rate as listed below.

| BS/P (Level 100 and Level 200) | $410.00 |
| BS/P (Level 300 and Level 400) | $585.00 |
| BSAP/MT (Level 100 and Level 200) | $415.00 |
| BSAP/MT (Level 300 and Level 400) | $415.00 |
| BSIOP (Level 100 and Level 200) | $415.00 |
| BSIOP (Level 300 and Level 400) | $415.00 |
| BSSW (Level 100 and Level 200) | $415.00 |
| BSSW (Level 300 and Level 400) | $415.00 |

Please note that there are exceptions to the general college rate as listed below.

| College of Health Professions (Level 100 and Level 200) | $410.00 | $410.00 |
| College of Health Professions (Level 300 and Level 400) | $635.00 | $635.00 |

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 3)

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.
<table>
<thead>
<tr>
<th>College</th>
<th>Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>Amount* - Continuing** Students Enrolled Prior to 11/1/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education (Level 100 and Level 200)</td>
<td>$410.00</td>
<td>$410.00</td>
</tr>
<tr>
<td>College of Education (Level 300 and Level 400)</td>
<td>$420.00</td>
<td>$420.00</td>
</tr>
<tr>
<td><em>Please note that there are exceptions to the general college rate as listed below.</em>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CERT/T2T-S</td>
<td>$280.00</td>
<td>$280.00</td>
</tr>
<tr>
<td>Continuing Education for Educators</td>
<td>$175.00</td>
<td>$175.00</td>
</tr>
<tr>
<td>Non-Degree Single Courses (Level 100 and Level 200)</td>
<td>$410.00</td>
<td>$410.00</td>
</tr>
<tr>
<td>Non-Degree Single Courses (Level 300 and Level 400)</td>
<td>$635.00</td>
<td>$635.00</td>
</tr>
<tr>
<td>Education Single Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scheduled under the ELEC/ED program ID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(courses scheduled prior to 1/17/2018)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$280.00</td>
<td>$280.00</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments. **See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 3 of 3)

+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.
**GRADUATE TUITION PER CREDIT (ONLINE)**

<table>
<thead>
<tr>
<th>College</th>
<th>Amount* - Continuing** Students Enrolled Between 11/1/2016-1/16/2018</th>
<th>Amount* - Continuing** Students Enrolled Prior to 11/1/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business &amp; Information Technology</td>
<td>$740.00</td>
<td>$740.00</td>
</tr>
<tr>
<td>College of Social &amp; Behavioral Sciences</td>
<td>$740.00</td>
<td>$740.00</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>$595.00</td>
<td>$595.00</td>
</tr>
<tr>
<td>College of Health Professions</td>
<td>$740.00</td>
<td>$740.00</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>$595.00</td>
<td>$595.00</td>
</tr>
<tr>
<td>College of Education</td>
<td>$540.00</td>
<td>$540.00</td>
</tr>
<tr>
<td>College of Doctoral Studies</td>
<td>$810.00</td>
<td>$810.00</td>
</tr>
<tr>
<td>Continuing Education for Educators</td>
<td>$175.00</td>
<td>$175.00</td>
</tr>
<tr>
<td>Non-Degree Single Courses</td>
<td>$740.00</td>
<td>$740.00</td>
</tr>
<tr>
<td>Education Single Courses</td>
<td>$280.00</td>
<td>$280.00</td>
</tr>
</tbody>
</table>

*Please note that there are exceptions to the general college rate as listed below.*

- GHC: $595.00
- HCI: $595.00
- NHCE: $595.00

*Please note that there are exceptions to the general college rate as listed below.*

- CERT/ALT-E (FL residents only): $275.00
- CERT/ALT-S (FL residents only): $275.00
- CERT/CTEL (For CA residents only): $175.00
- CERT/ECH: $400.00
- CERT/T2T-E: $280.00
- CERT/T2T-S: $280.00

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.**

**See introductory page of the Tuition and Fees section for definitions of new and continuing students**

+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.
## FEES (Online)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Counseling Assessment Portfolio Fees:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNSL 500</td>
<td>$ 150.00</td>
<td>Due at orientation.</td>
</tr>
<tr>
<td>California Student Tuition Recovery Fund (STRF) (non-refundable)</td>
<td>Effective on January 1, 2015, 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.</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>*Applies to California students only</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Book and Materials Charges**

- Varies by course

**Additional Fees and Charges for Students Enrolled in MAED/TED-E and MAED/TED-S Programs**

| Certificate of Clearance                                                   | $ 132.50 - $162.50           | 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                                                                   | $ 0.00 - $50.00               |                                               |
| CBEST Examination                                                         | $ 41.00 - $102.00             |                                               |
| CSET Examination                                                          | $ 99.00 - $134.00             |                                               |
| Portfolio Examination Fee                                                  | $ 300.00                     | Amount charged for students who choose to have their edTPA portfolios evaluated by Pearson. This charge is paid directly to Pearson and not to the University |

| College of Doctoral Studies IBM® SPSS® Statistics Software Fee (applicable to select courses in College of Doctoral Studies programs) | $ 50.00 | When course is scheduled |

| Resource Fees+ (if applicable)                                            |                              | Due in accordance with the payment option chosen in Financial Options Guide. |
|---                                                                         |                              |                                               |
| Undergraduate**                                                           | $ 170.00                     |                                               |
| Graduate (not applicable for the MBA-CB program)                           | $ 195.00                     |                                               |
| Doctoral                                                                  | $ 205.00                     |                                               |
| Continuing Education for Educators                                        | $ 75.00                      |                                               |
| DCE                                                                       | $ 25.00                      |                                               |

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 1 of 2)**

+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.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a resource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University.
<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLEP®/ DSST Examination+++ Student Exam Fees</td>
<td>$ 20.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Prior Learning Assessment Fee (for credit-bearing PLA submissions)</td>
<td>$ 99.00</td>
<td>Upon completion of the PLA assessment (if credit was received)</td>
</tr>
<tr>
<td>Check Return Fee</td>
<td>$ 25.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$ 25.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Diploma Rush</td>
<td>$ 45.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>$ 30.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Duplicate Certificate</td>
<td>$ 15.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Transcript</td>
<td>$ 15.00</td>
<td>Upon request.</td>
</tr>
<tr>
<td>Transcript Rush</td>
<td>$ 30.00</td>
<td>Upon request.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

**See introductory page of the Tuition and Fees section for definitions of new and continuing students (Page 2 of 2)

+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.

++Effective 4/27/2020, upon confirmation of eligibility, undergraduate students using federally funded military tuition assistance (TA) benefits for a current, upcoming, or previously-completed (within the past 365 days) course will not be charged a resource fee. Courses taken prior to 4/27/2020 are not eligible.

+++This fee represents the amount charged for students who choose to take a CLEP® or DSST exam administered at University of Phoenix locations. Other charges may apply as charged by CLEP® and DSST that are not collected by the University.
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) 431-6959 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.
# Facilities

**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
- **West Valley Learning Center**
  - 9520 West Palm Lane
  - Phoenix, AZ 85037-4403
  - 602 557-2000
- **Southern Arizona Campus**
  - 800 659-8988
  - 300 S Craycroft Road
  - Tucson, AZ 85711-4574
  - 520 881-6512

**California Locations**
- **Bay Area Campus**
  - 3590 N. First Street
  - San Jose, CA 95134-1805
  - 800 266-2107
- **Livermore Learning Center**
  - 2481 Consitution Drive
  - Livermore, CA 94551-7573
  - 925 273-8100
- **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
- **Visalia Learning Center**
  - 301 East Acequia Ave
  - Visalia, CA 93291-6341
  - 800 266-2107
- **Sacramento Valley Campus**
  - 2860 Gateway Oaks Drive
  - Sacramento, CA 95833-4334
  - 800 266-2107
- **Modesto Learning Center - Salida**
  - 5330 Prrone Road
  - Salida, CA 95368-2107
  - 800 266-2107
- **San Diego Campus**
  - 9645 Granite Ridge Drive
  - Suite 200
  - San Diego, CA 92123-2658
  - 800 473-4346
- **El Centro Learning Center**
  - 3095 N Imperial Avenue
  - Suite 101
  - El Centro, CA 92243
  - 760 355-1190
- **Southern California Campus - Main - Ontario**
  - 3110 E Guasti Road
  - Ontario, CA 91761-1219
  - 800 888-1968
- **Gardena Learning Center**
  - 1515 W 190th Street
  - Suite #450
  - Gardena, CA 90248-4319
  - 800 888-1968
- **Los Palma Learning Center**
  - 6 Centerpointe Drive
  - La Palma, CA 90623-2503
  - 800 888-1968
- **Lancaster Learning Center**
  - 1202 W Avenue J
  - Lancaster, CA 93534-2902
  - 800 888-1968
- **Murrieta Learning Center**
  - 25240 Hancock Ave
  - Murrieta, CA 92562-5990
  - 951 677-0883
  - 800 888-1968
- **Pasadena Learning Center**
  - 299 N Euclid Avenue
  - Pasadena, CA 91101-1531
  - 800 888-1968
- **Florida Locations**
  - **Central Florida Main Campus**
    - 8325 South Park Circle
    - Suite 100
    - Orlando, FL 32819-9075
    - 407 345-8868
- **North Florida Campus**
  - 4500 Salisbury Road
  - Suite 470
  - Jacksonville, FL 32216-0959
  - 904 636-6645
- **South Florida Main Campus**
  - 2400 SW 145th Avenue
  - Miramar, FL 33027-4145
- **Georgia Locations**
  - **Atlanta Main Campus**
    - 859 Mount Vernon Hwy NE
    - Atlanta, GA 30328
    - HOURS
    - Monday: 11 am - 10 pm
    - Tuesday-Thursday: 11 am - 8 pm
  - **Hawaii Locations**
    - **Hawaii Main Campus**
      - 949 Kamokila Blvd
      - Kapolei, HI 96707-2082
      - 808 693-8686
  - **Illinois Locations**
    - **Chicago Campus**
      - 203 N LaSalle St
      - Chicago, IL 60601-1210
      - 312 223-1101
  - **Nevada Locations**
    - **Las Vegas Campus**
      - 3735 Breakthrough Way
      - Las Vegas, NV 89135-3047
      - 702 638-7279
  - **New Jersey Locations**
    - **Jersey City Student Resource Center**
      - 88 Town Square Place
      - Jersey City, NJ 07310-2772
    - **North Carolina Locations**
      - **Charlotte Campus**
        - 3800 Arco Corporate Drive
        - Charlotte, NC 28273-3409
        - 704 504-5409
  - **Pennsylvania Locations**
    - **Philadelphia Main Campus**
      - 30 South 17th Street
      - Philadelphia, PA 19103-4001
      - 267 234-2000
  - **Texas Locations**
    - **Killeen Learning Center**
      - 902 West Central Texas Expwy
      - Suite 300
      - Killeen, TX 76541-2566
      - 254 501-6950
    - **Dallas Campus**
      - 12400 Coit Road
      - Dallas, TX 75251-2004
      - 972 385-1055
  - **Utah Locations**
    - **Utah Campus**
      - 5373 South Green Street
      - Salt Lake City, UT 84123-4642
      - 801 263-1444
  - **Virginia Locations**
    - **Northern Virginia - DC Metro Campus**
      - 4401 North Fairfax Drive
      - Arlington, VA 22203-1600
  - **Washington Locations**
    - **Western Washington Campus**
      - 7100 Fort Dent Way
      - Suite 100
      - Tukwila, WA 98188-8553
      - 425 572-1600
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- Psychology
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- Counseling
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Capella University

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Robertson, Marnita, JD
Seton Hall University

Thomas, Willie, DM
University of Phoenix

Womble, Joy, PhD
Alliant International University
Scripps Ranch
Course Guide

Course Descriptions

Course Availability & Updates to Course Information
The courses listed in this section of the University of Phoenix Academic Catalog constitute all active, degree-applicable or credit-bearing certificate-applicable University of Phoenix courses. Not all courses listed in this section are available at every University of Phoenix campus location, and not all courses listed in this section are available via the online instructional modality. This listing of courses is updated on the 1st of every month 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 of instruction.

Course Descriptions
The course guide lists course descriptions and general course information. The information is presented in alphabetical order by course ID.
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Credits</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 210</td>
<td>ACCOUNTING INFORMATION SYSTEMS</td>
<td>3</td>
<td>This course introduces accounting students to the use of accounting systems and real-world applications, such as QuickBooks. Areas of study include fundamental concepts and technologies, the Internet, intranets, electronic commerce, information systems development, accounting and bookkeeping principles, decision support systems, and the preparation of accounting-related documents and statements in QuickBooks.</td>
</tr>
<tr>
<td>ACC 290</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 290T</td>
<td>PRINCIPLES OF ACCOUNTING I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 291</td>
<td>PRINCIPLES OF ACCOUNTING II</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ACC 291T</td>
<td>PRINCIPLES OF ACCOUNTING II</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 340</td>
<td>ACCOUNTING INFORMATION SYSTEMS I</td>
<td>3</td>
<td>This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.</td>
</tr>
<tr>
<td>ACC 349</td>
<td>COST ACCOUNTING</td>
<td>3</td>
<td>This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.</td>
</tr>
<tr>
<td>ACC 400</td>
<td>ACCOUNTING FOR DECISION MAKING</td>
<td>3</td>
<td>This course focuses on effective decision making as it relates to accounting and financial activities in a business enterprise. Course topics will include cost management, budgeting, business operations, financial management, and financial analysis. Students will develop the necessary analytical tools to enhance business operations.</td>
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<tr>
<td>ACC 421</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING I</td>
<td>3</td>
<td>This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows, and full disclosure issues.</td>
</tr>
<tr>
<td>ACC 422</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING II</td>
<td>3</td>
<td>This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, as well as cash and cash equivalents. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.</td>
</tr>
<tr>
<td>ACC 423</td>
<td>INTERMEDIATE FINANCIAL ACCOUNTING III</td>
<td>3</td>
<td>This course is the third of a three-part series of courses related to intermediate accounting. This course examines owners’ equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.</td>
</tr>
<tr>
<td>ACC 455</td>
<td>CORPORATE TAXATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ACC 456</td>
<td>INDIVIDUAL/ESTATE TAXATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 460</td>
<td>GOVERNMENT AND NON-PROFIT ACCOUNTING</td>
<td>3</td>
<td>This course covers fund accounting, budget and control issues, revenue and expense recognition, and issues of reporting for both government and non-profit entities.</td>
</tr>
<tr>
<td>ACC 466</td>
<td>Advanced Accounting</td>
<td>3</td>
<td>This course is a study of advanced accounting theory, applied to specialized topics and contemporary problems. Topics include the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; and SEC regulations on financial reporting are examined. Particular emphasis is placed on problem solving.</td>
</tr>
<tr>
<td>ACC 491</td>
<td>CONTEMPORARY AUDITING I</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ACC 492</td>
<td>CONTEMPORARY AUDITING II</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 497</td>
<td>ADVANCED TOPICS IN ACCOUNTING RESEARCH</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 537</td>
<td>FINANCIAL ACCOUNTING</td>
<td>3</td>
<td>In this course, students are introduced to the basic concepts and methods of corporate financial statements commonly used by investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders’ equity, statement of cash flows, and error correction and accounting changes.</td>
</tr>
<tr>
<td>ACC 541</td>
<td>ACCOUNTING THEORY &amp; RESEARCH</td>
<td>3</td>
<td>This is the first core course in the Master of Science in Accounting. 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.</td>
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<tr>
<td>ACC 542</td>
<td>ACCOUNTING INFORMATION SYSTEMS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 543</td>
<td>MANAGERIAL ACCOUNTING &amp; LEGAL ASPECTS OF BUSINESS</td>
<td>3</td>
<td>In this course, students examine managerial accounting as part of the business’s accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting; cost analysis; management planning and control; negotiable instruments; secured transactions; debtor-creditor relationships; property and insurance; and legal aspects of employment and environment.</td>
</tr>
<tr>
<td>ACC 544</td>
<td>INTERNAL CONTROL SYSTEMS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ACC 545</td>
<td>FINANCIAL REPORTING</td>
<td>3</td>
<td>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.</td>
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<td>ACC 546</td>
<td>AUDITING</td>
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<td>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.</td>
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<td>ACC 547</td>
<td>TAXATION</td>
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<td>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.</td>
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<tr>
<td>ACC 548</td>
<td>NOT‐FOR‐PROFIT &amp; GOVERNMENT ACCOUNTING</td>
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<td>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.</td>
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<td>ACC 556</td>
<td>FORENSIC ACCOUNTING</td>
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<td>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.</td>
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<tr>
<td>ACC 561</td>
<td>ACCOUNTING</td>
<td>3</td>
<td>This course covers both financial and managerial accounting and explores practices that can be used to evaluate and improve organizational performance. Students learn to analyze and evaluate financial accounting information to interpret and measure data for decision-making and performance evaluation purposes. Further, students learn to extract and develop accounting data for use in managerial decision-making. This course reviews financial accounting and reporting, accounting information systems, financial statement analysis, product costing, cost-volume-profit analysis, and operational budgeting and planning.</td>
</tr>
<tr>
<td>ACCCB 543</td>
<td>MANAGERIAL ACCOUNTING AND LEGAL ASPECTS OF BUSINESS</td>
<td>3</td>
<td>In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment. Competency 13: The student will analyze key aspects of managerial accounting and capital budgeting to drive effective business decisions. Competency 14: The student will employ strategic decision-making methods to budget, track, analyze, and control business costs. Competency 15: The student will evaluate laws, regulations, and business risks associated with business operations.</td>
</tr>
<tr>
<td>ADM 511</td>
<td>Personnel Administration for Educators</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ADM 512</td>
<td>Leadership Strategies for Educators</td>
<td>3</td>
<td>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, including the Common Core State Standards. Participants also explore ways to facilitate positive school change.</td>
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<tr>
<td>ADM 513</td>
<td>School Law for Educators</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ADM 514</td>
<td>School Finance for Educators</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ADM 516</td>
<td>Ethical and Legal Issues for Administrators</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ADM 517</td>
<td>Special Education Program Administration</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ADMIN 500</td>
<td>ORIENTATION TO ADMINISTRATION AND SUPERVISION</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 518</td>
<td>LEADERSHIP AND COLLABORATIVE PROCESSES</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 524</td>
<td>SUPERVISION OF CURRICULUM, INSTRUCTION AND ASSESSMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 528</td>
<td>ADMINISTRATION OF SPECIAL PROGRAMS</td>
<td>3</td>
<td>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, ELL, 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 as a model for school improvement.</td>
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<tr>
<td>ADMIN 536</td>
<td>SCHOOL FINANCE AND FACILITIES MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 555</td>
<td>SCHOOL POLICY AND LAW FOR PRINCIPALS</td>
<td>3</td>
<td>This course examines legal theory and practice in the context of the educational setting. The United States Constitution, federal and state court systems, legal issues, and their impact on schools are discussed, analyzed, and applied to current educational practices.</td>
</tr>
<tr>
<td>ADMIN 560</td>
<td>HUMAN RESOURCES LEADERSHIP AND MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 565</td>
<td>SCHOOL IMPROVEMENT PROCESSES</td>
<td>3</td>
<td>This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Candidates review the types of assessments that a school leader needs to be familiar with, and how a school leader can use assessment data to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.</td>
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<td>ADMIN 570</td>
<td>EQUITY, DIVERSITY, AND ACCESS IN EDUCATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 575</td>
<td>FAMILY, COMMUNITY, AND MEDIA RELATIONS</td>
<td>3</td>
<td>This course focuses on the role of the school principal as a catalyst for developing and maintaining collaboration with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.</td>
</tr>
<tr>
<td>ADMIN 591A</td>
<td>PRINCIPAL INTERNSHIP PART I: INSTRUCTIONAL LEADERSHIP</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>ADMIN 591B</td>
<td>PRINCIPAL INTERNSHIP PART II: ORGANIZATIONAL MANAGEMENT</td>
<td>1</td>
<td>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.</td>
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<tr>
<td>ADMIN 591C</td>
<td>ADMINISTRATIVE INTERNSHIP</td>
<td>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.</td>
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<tr>
<td>ADMIN 594A</td>
<td>ADMINISTRATIVE PRACTICUM</td>
<td>This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed.</td>
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<tr>
<td>ADMIN 594B</td>
<td>ADMINISTRATIVE PRACTICUM</td>
<td>This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.</td>
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<tr>
<td>ADMIN 594C</td>
<td>PRINCIPAL PRACTICUM PART III: PROF PERSPECTIVES &amp; REF PRAC</td>
<td>This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.</td>
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<td>AED 222</td>
<td>INTRO TO THE EXCEPTIONAL LEARNER</td>
<td>3</td>
<td>This course provides an overview of the exceptional learner. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.</td>
</tr>
<tr>
<td>AET 500</td>
<td>FOUNDATIONS OF ADULT LEARNING THEORY</td>
<td>3</td>
<td>Learners focus on the principles of adult learning and andragogical theory. In addition, learners address the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Learners investigate factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics. Additionally, learners review current developments in the field of adult education, training, and workplace learning.</td>
</tr>
<tr>
<td>AET 508</td>
<td>COMMUNITY-BASED EDUCATION</td>
<td>3</td>
<td>This course provides an overview of community-based programs and services available for adult learners. Learners examine programs designed to enable adults to engage in educational, informational, and enrichment activities for lifelong learning. Learners examine issues, trends, and barriers to success for adult students, including areas such as social and community services, economic issues, and legislative influence. Additionally, learners review special populations of adult learners such as the aging population, adults with disabilities, military veterans, immigrants, refugees, incarcerated adults, and sexual minorities.</td>
</tr>
<tr>
<td>AET 552</td>
<td>MARKETING ADULT EDUCATION</td>
<td>3</td>
<td>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.</td>
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<td>AET 560</td>
<td>FACILITATING CHANGE</td>
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<td></td>
<td>Learners focus on facilitating change by</td>
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<td></td>
<td>transforming theory into application using</td>
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<td></td>
<td>effective researched-based methods related to</td>
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<td></td>
<td>global influences of change, change management,</td>
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<td></td>
<td>and the analysis of human capital. In addition,</td>
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<td></td>
<td>learners explore various change management</td>
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<td></td>
<td>strategies and the use of skill sets that</td>
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<td>include being objective, using analysis, and</td>
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<td>using active listening when dealing with</td>
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<td>organizational change. Learners demonstrate an</td>
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<td>understanding of how to apply skills that are</td>
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<td>used by effective leaders and trainers to</td>
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<td>develop and conduct training sessions that lead</td>
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<td></td>
<td>the change process.</td>
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<td>AET 562</td>
<td>SOCIAL MEDIA FOR PROFESSIONAL LEARNING</td>
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<td></td>
<td>Learners are introduced to the use of social</td>
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<td>media tools and resources that support</td>
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<td></td>
<td>professional learning in the 21st century.</td>
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<td></td>
<td>Learners explore a variety of social media tools</td>
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<td>for individual and collaborative learning,</td>
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<td></td>
<td>including development of a personal learning</td>
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<td></td>
<td>network. In addition, learners examine leading</td>
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<td>responsible social media usage and the future</td>
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<td>of social media for professional learning.</td>
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<td>AET 570</td>
<td>PROGRAM DEVELOPMENT IN ADULT EDUCATION</td>
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<td></td>
<td>Learners examine a leader’s role in developing</td>
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<td></td>
<td>and managing adult education within an</td>
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<td>organization. Learners define the organization’s</td>
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<td>learning needs from a systems perspective,</td>
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<td>review the leader’s role in management of</td>
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<td>multicultural training, and understand return</td>
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<td>on investment methodologies. In addition,</td>
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<td>learners review topics about networking and</td>
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<td>partnerships for successful learning, and</td>
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<td>identifying future trends in training and</td>
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<td></td>
<td>program development.</td>
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<tr>
<td>AJS 503</td>
<td>INTRO TO GRADUATE STUDY IN CRIMINAL JUSTICE AND</td>
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<td>SECURITY</td>
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<td></td>
<td>This course provides new graduate students in</td>
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<td>the college with an introduction to strategies</td>
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<td></td>
<td>for success within the university’s adult</td>
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<td></td>
<td>learning model. Topics include program standards</td>
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<td>and objectives, graduate-level oral and</td>
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<td>written communication, team collaboration, as</td>
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<td>well as locating, evaluating, and citing</td>
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<td>scholarly resources.</td>
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<tr>
<td>AJS 504</td>
<td>SURVEY OF JUSTICE AND SECURITY</td>
<td>3</td>
<td>This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.</td>
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<tr>
<td>AJS 514</td>
<td>CRIMINOLOGICAL THEORY</td>
<td>3</td>
<td>This is an advanced course in theories and crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.</td>
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<tr>
<td>AJS 524</td>
<td>CYBERCRIME AND INFORMATION SYSTEMS SECURITY</td>
<td>3</td>
<td>This course provides an overview of the nature of criminal activity that is facilitated through, or that targets, information systems. The course also reviews security measures that are designed to protect the software, hardware, and data associated with information systems.</td>
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<tr>
<td>AJS 534</td>
<td>ORGANIZATIONAL ADMINISTRATION IN JUSTICE AND SECURITY</td>
<td>3</td>
<td>This course explores the various elements of organizational 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.</td>
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<tr>
<td>AJS 544</td>
<td>ETHICS IN JUSTICE AND SECURITY</td>
<td>3</td>
<td>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 racial and cultural bias on criminal justice and security practices.</td>
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<tr>
<td>AJS 554</td>
<td>CONCEPTS OF PHYSICAL AND PERSONAL SECURITY</td>
<td>3</td>
<td>This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.</td>
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<tr>
<td>AJS 564</td>
<td>MANAGEMENT OF INSTITUTIONAL RISK AND CRITICAL INCIDENT MGNT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>AJS 574</td>
<td>FINANCE AND BUDGETING IN JUSTICE AND SECURITY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>AJS 583</td>
<td>LEGAL ISSUES IN JUSTICE AND SECURITY</td>
<td>3</td>
<td>This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.</td>
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<tr>
<td>AJS 584</td>
<td>FORENSIC SCIENCE AND PSYCHOLOGICAL PROFILING</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>AJS 586</td>
<td>PUBLIC POLICY ISSUES</td>
<td>3</td>
<td>This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.</td>
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<tr>
<td>AJS 594</td>
<td>PROGRAM DEVELOPMENT AND EVALUATION</td>
<td>3</td>
<td>This course prepares the student to identify operational goals and to develop or evaluate programs designed to mitigate issues of societal order. This course will provide an understanding of the application of key concepts, methods, and approaches in the field of program evaluation within the criminal justice and security profession.</td>
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<td>APB 001</td>
<td>ASSESSMENT PERIOD</td>
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<td>APB 002</td>
<td>ASSESSMENT PERIOD</td>
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<td>APB 004</td>
<td>ASSESSMENT PERIOD</td>
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<td>APB 005</td>
<td>ASSESSMENT PERIOD BREAK 005</td>
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<td>APB 006</td>
<td>ASSESSMENT PERIOD BREAK 006</td>
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<td>APB 020</td>
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<td>APB 030</td>
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<td>APB 040</td>
<td>ASSESSMENT PERIOD BREAK</td>
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<td>APB 060</td>
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<td>APB 070</td>
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<td>APB 080</td>
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<td>APB 090</td>
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<tr>
<td>APE 515</td>
<td>ELEMENTARY CONTENT METHODS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>APE 518</td>
<td>ELEMENTARY MODELS, THEORIES, AND INSTRUCTIONAL STRATEGIES</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>APE 522</td>
<td>ELEMENTARY - EFFECTIVE LEARNING CLIMATES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>APE 537</td>
<td>ELEMENTARY CURRICULUM AND ASSESSMENT-READING/ELA</td>
<td>3</td>
<td>This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.</td>
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<tr>
<td>APES 514</td>
<td>SURVEY OF SPECIAL POPULATIONS</td>
<td>2</td>
<td>This course provides an overview of the categories of exceptionality for school-age students 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.</td>
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<tr>
<td>APES 545</td>
<td>CLINICAL PRACTICE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>APES 562</td>
<td>ASSESSMENT AND EVALUATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>APMT 315</td>
<td>TECHNOLOGY AND SOCIETY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>APMT 430</td>
<td>SOCIAL MEDIA AND HUMAN INTERACTION</td>
<td>3</td>
<td>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.</td>
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<td>APMT 440</td>
<td>INFLUENCE OF MEDIA ON BEHAVIOR</td>
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<td>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.</td>
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<td>APMT 460</td>
<td>CYBER COMMUNICATIONS</td>
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<td>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.</td>
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<td>APMT 470</td>
<td>DIGITAL LEARNING</td>
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<td>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.</td>
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<tr>
<td>APS 508</td>
<td>SECONDARY - MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES</td>
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<td>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.</td>
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<tr>
<td>APS 523</td>
<td>SECONDARY - EFFECTIVE LEARNING CLIMATES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>APS 542</td>
<td>SECONDARY CURRICULUM AND ASSESSMENT-READING METHODS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>APS 559</td>
<td>SECONDARY CONTENT METHODS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>APSE 559</td>
<td>Foundations of Special Education</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>APSE 570</td>
<td>SPED CURRICULUM AND ASSESSMENT-READING/ELA</td>
<td>3</td>
<td>This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge, to develop an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.</td>
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<tr>
<td>APSE 575</td>
<td>MATHEMATICS INSTRUCTION FOR SPED</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>APSE 576</td>
<td>CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>APSE 578</td>
<td>SPED-MODEL THEORIES AND INSTRUCTIONAL STRATEGIES</td>
<td>3</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>APSE 584</td>
<td>LEARNING DISABILITIES AND LANGUAGE DEVELOPMENT DISORDERS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ARTS 100</td>
<td>INTRODUCTION TO THE VISUAL AND PERFORMING ARTS</td>
<td>3</td>
<td>This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development in Western European tradition.</td>
</tr>
<tr>
<td>ARTS 230</td>
<td>SURVEY OF THE VISUAL ARTS</td>
<td>3</td>
<td>This course offers a foundation in analysis of the elements and styles in the visual arts. 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.</td>
</tr>
<tr>
<td>ARTS 340</td>
<td>EXPLORATION OF WESTERN CLASSICAL MUSIC</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ATD 309</td>
<td>CLASSROOM TEACHING AND TECHNOLOGY</td>
<td>3</td>
<td>Students focus on strategies for instruction using traditional and alternative delivery methods with an emphasis on teaching technology. Topics include instructional theories, lecture-based instruction, interactive learning, group activities, case studies, and the impact of current trends in educational technology. Topics also include guidelines and laws, including ADA compliance, critical to the use of technology in instruction.</td>
</tr>
<tr>
<td>AUT 510</td>
<td>Autism Spectrum Disorders: Foundations</td>
<td>3</td>
<td>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 interventions, accommodations, and supports, with emphasis on current evidence-based practices.</td>
</tr>
<tr>
<td>AUT 512</td>
<td>Autism Spectrum Disorders: Communication and Socialization</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>AUT 513</td>
<td>Autism Spectrum Disorders: Behavior Management</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BCC 395</td>
<td>CONTEMPORARY ISSUES AND FUTURES IN CYBERCRIMES</td>
<td>3</td>
<td>This course examines both the principle topics in the field of cybercrime investigation as well as the examination of the varying issues regarding the futures within the field of technology-facilitated crime. Students will focus on relevant exploration of technology crimes that reflect key fundamentals of current conditions and what may be expected in technology and cybercrime in the years to come. Students will apply critical review of current technological crimes and engage in in-depth discussions of these concepts as a basis for comprehensive understanding at the local and global levels of cybercrime investigation and prevention.</td>
</tr>
<tr>
<td>BCC 400</td>
<td>INFORMATION SYSTEMS FUNDAMENTALS</td>
<td>3</td>
<td>This course introduces the fundamentals of computer systems and the role of information processing in current business environments. Students receive an overview of information systems, systems development, operating systems, networking, telecommunications, security concerns, and the Internet. Completing this course provides students new skills and knowledge that better prepares them for the Cybercrime specialization courses, and aids their present or future organizations as leaders, providing service to their communities.</td>
</tr>
<tr>
<td>BCC 401</td>
<td>CYBERCRIME IN THE 21ST CENTURY</td>
<td>3</td>
<td>This course explores developments and changes in the commission of crime, and the corresponding efforts to combat crime, brought about by the rapid creation, adoption, and expansion of technology. Specific topics include: how different cybercrimes are committed, the rapid evolution of technology and its effects on crime, various types of cyberthreats, exploring the cybercriminal, and criminal justice efforts involved in the investigation and prevention of cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.</td>
</tr>
<tr>
<td>BCC 402</td>
<td>CYBERCRIME AND ROLE OF LAW ENFORCEMENT SECURITY PERSONNEL</td>
<td>3</td>
<td>This course explores the developments and changes in the role of law enforcement and security officials in their investigation of cybercrimes. Specific topics include: cybercrime forensics, obtaining search warrants for cybercrimes, jurisdictional issues in cybercrimes, law enforcement issues in cybercrimes, and personal and corporate security and the prevention of cybercrimes. Upon completion of this cybersecurity course, students will have new skills and knowledge that will aid their present or future organizations, and as leaders, provide service to their communities.</td>
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<tr>
<td>BCC 403</td>
<td>GLOBAL TECHNOLOGY AND CYBERCRIME</td>
<td>3</td>
<td>In this course, students will study how global technology is used to further cybercrime. Topics in this course include homeland security and cyber technology, global technology, threats to the United States, preventing and fighting global technology crime, and the role of local and federal agencies in preventing and investigating global technology crimes. Students will also explore the future of law enforcement and security to prevent and fight global cybercrimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.</td>
</tr>
<tr>
<td>BDAT 376</td>
<td>Preparing Data for Analysis</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BEH 225</td>
<td>INTRODUCTION TO BEHAVIORAL SCIENCE</td>
<td>3</td>
<td>This course focuses on human personality, motivation, learning, and cognition. The theories and insights of major figures in psychology are discussed. Neuroscience, psychological disorders, and therapies are also considered in relation to human behavior.</td>
</tr>
<tr>
<td>BIO 101</td>
<td>PRINCIPLES OF BIOLOGY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BIO 101T</td>
<td>PRINCIPLES OF BIOLOGY</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BIO 280</td>
<td>CONSERVATION BIOLOGY</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BIO 290</td>
<td>ANATOMY AND PHYSIOLOGY I</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>BIO 291</td>
<td>ANATOMY AND PHYSIOLOGY II</td>
<td>4</td>
<td>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.</td>
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<tr>
<td>BIO 315</td>
<td>ECOLOGY AND EVOLUTION</td>
<td>3</td>
<td>This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.</td>
</tr>
<tr>
<td>BIO 330</td>
<td>INVERTEBRATE ZOOLOGY</td>
<td>3</td>
<td>This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.</td>
</tr>
<tr>
<td>BIO 335</td>
<td>ENTOMOLOGY</td>
<td>3</td>
<td>This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.</td>
</tr>
<tr>
<td>BIO 340</td>
<td>MICROBIOLOGY</td>
<td>3</td>
<td>This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.</td>
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<tr>
<td>BIO 350</td>
<td>GENERAL BIOLOGY I</td>
<td>4</td>
<td>This course provides students with an in-depth knowledge of the principles and applications of biology. Topics include biochemistry, genetics, the structure and function of molecules and cells, metabolism, and energy transformation. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs. This course is the first half of the general biology sequence, which is completed in BIO/351: General Biology II.</td>
</tr>
<tr>
<td>BIO 351</td>
<td>GENERAL BIOLOGY II</td>
<td>4</td>
<td>This course continues the examination of principles and applications of biology that was begun in BIO 350: General Biology I. Topics include evolution, biodiversity, the structure and function of plants and animals, and ecology. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.</td>
</tr>
<tr>
<td>BIO 405</td>
<td>HUMAN BIOLOGY</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BIO 410</td>
<td>GENETICS</td>
<td>3</td>
<td>This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.</td>
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<tr>
<td>BIS 221</td>
<td>INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS</td>
<td>3</td>
<td>This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, 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.</td>
</tr>
<tr>
<td>BIS 221T</td>
<td>INTRODUCTION TO COMPUTER APPLICATIONS AND SYSTEMS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BIS 320</td>
<td>BUSINESS INFORMATION SYSTEMS</td>
<td>3</td>
<td>This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.</td>
</tr>
<tr>
<td>BIS 375</td>
<td>SUPPLY CHAIN INFORMATION MANAGEMENT IN ONLINE ENVIRONMENTS</td>
<td>3</td>
<td>This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.</td>
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<tr>
<td>BLE 571</td>
<td>Instructional Techniques and Methods</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BPA 200</td>
<td>PUBLIC SECTOR COMMUNICATIONS</td>
<td>3</td>
<td>This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications in an office or virtual office setting. Students will develop skills in various mediums of written communication to include: memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.</td>
</tr>
<tr>
<td>BPA 201</td>
<td>FOUNDATIONS OF PUBLIC ADMINISTRATION</td>
<td>3</td>
<td>This course serves as an introduction to the study of public administration. During this course, students will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. This course guides students to become familiar with the contemporary, complex issues facing local, state, and federal public administrators.</td>
</tr>
<tr>
<td>BPA 211</td>
<td>FOUNDATIONS OF FEDERAL, STATE, AND LOCAL GOVERNMENT</td>
<td>3</td>
<td>This course provides students constitutional foundations and governing entities of the federal, state, and local governments. Students will learn about political themes, governmental reach, democracy, and political behavior at each level of government.</td>
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<tr>
<td>BPA 221</td>
<td>CRITICAL THINKING AND DECISION MAKING IN THE PUBLIC SECTOR</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BPA 300</td>
<td>POLITICS AND CITIZENSHIP: THE PUBLIC POLICY ENVIRONMENT</td>
<td>3</td>
<td>This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. This course will require students to discuss multiple sources of policy input ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.</td>
</tr>
<tr>
<td>BPA 301</td>
<td>FOUNDATIONS OF PUBLIC ADMINISTRATION</td>
<td>3</td>
<td>This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.</td>
</tr>
<tr>
<td>BPA 311</td>
<td>PRINCIPLES OF GOVERNMENTAL ACCOUNTING</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BPA 321</td>
<td>PERSONNEL MANAGEMENT</td>
<td>3</td>
<td>This course introduces skills necessary to manage a dynamic and diverse civic leadership workforce, including: executives, directors, chiefs, commissioners, administrators and superintendents. This workforce could also include public health, public safety, community services, public works, and other civic departments, including: elected, appointed, at-will, volunteer and non-profit personnel.</td>
</tr>
<tr>
<td>BPA 331</td>
<td>FINANCIAL MANAGEMENT FOR NON-PROFIT ORGANIZATIONS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BPA 341</td>
<td>PUBLIC PROGRAMS: IMPLEMENT AND EVALUATE IN A DYNAMIC SETTING</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BPA 351</td>
<td>RESEARCH IN PUBLIC ADMINISTRATION</td>
<td>3</td>
<td>This course evaluates the process of conducting research for improving decision making within public administration to include the non-profit sector. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.</td>
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<td>BPA 361</td>
<td>GRANT WRITING</td>
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<td>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.</td>
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<td>BPA 371</td>
<td>INTERGOVERNMENTAL RELATIONS</td>
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<td>This class examines the relationships between different levels of government: federal, state, and local jurisdictions and the relationship between local governments. Partnerships between jurisdictions, both public- public and public- private, will be explored as will the use of quasi-governmental agencies.</td>
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<td>BPA 381</td>
<td>PUBLIC ADMINISTRATION POLICY, LEGAL ISSUES, LAW &amp; ETHICS</td>
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<td>This course analyzes the nature, formation and system of law in the United States, and applies them to the public administration environment.</td>
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<td>BPA 410</td>
<td>GOVERNMENT AND NON-PROFIT ACCOUNTING</td>
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<td>Students will analyze and discuss budget issues as related to both government and non-profit organizations. This course will focus on accounting, revenue, and expenses allocated to various public administration entities. Students will examine reporting issues and discuss various solutions.</td>
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<tr>
<td>BPA 411</td>
<td>PUBLIC FINANCE: SOURCES, MANAGEMENT, AND REPORTS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BPA 421</td>
<td>ORGANIZATIONAL BEHAVIOR AND ETHICAL RESPONSIBILITY</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BPA 431</td>
<td>LEADERSHIP IN THE PUBLIC SECTOR</td>
<td>3</td>
<td>Leaders in public organizations face daily challenges. In this course, students will choose a contemporary leader and study his/her leadership style, strengths, and core values. Students will examine the application of these characteristics in public administration. This course will also help students learn to manage conflict, negotiate, and develop effective leadership skills.</td>
</tr>
<tr>
<td>BPA 441</td>
<td>URBAN AND REGIONAL PLANNING</td>
<td>3</td>
<td>This class addresses the importance of planning for future growth along with evolving land use patterns. Issues like urban and suburban sprawl, infill, density, redevelopment, and transportation modalities will be covered. Tools for implementing general plans, zoning, and eminent domain will be addressed.</td>
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<tr>
<td>BPA 451</td>
<td>CAPITAL IMPROVEMENT PLANNING &amp; MANAGEMENT</td>
<td>3</td>
<td>As today's public infrastructures like roads, parks or water treatment facilities near the end of their design lifecycle, it is important to begin planning for renewal/restructure. This course will explore planning, building and maintaining these infrastructures while addressing the impact on stakeholders.</td>
</tr>
<tr>
<td>BPA 461</td>
<td>CONTEMPORARY ISSUES IN PUBLIC ADMINISTRATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BRM 216</td>
<td>INTRODUCTION TO THE RETAIL INDUSTRY</td>
<td>3</td>
<td>This course provides students with an overview of the retail industry. Topics include an examination of basic principles and terminology, the types of retailers, key drivers and trends, the importance of customer-facing activities, and exploring the current issues facing retailers, such as customer relationship management, industry consolidation, and dynamic changes in multichannel promotion through social media and website offerings. As a broad survey of the industry, this course provides you with a framework and set of concepts that will support the remainder of your core courses.</td>
</tr>
<tr>
<td>BRM 226</td>
<td>CUSTOMER SERVICE MANAGEMENT</td>
<td>3</td>
<td>This course presents strategies for effective customer service to increase satisfaction and retention within the retail environment. Students will be prepared to build customer rapport, analyze risks associated with customer service, and develop skills and strategies to resolve customer conflict. Additional focus will be placed on using technology to improve customer service and managing customer interactions to enhance competitive advantage within the retail sector.</td>
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<tr>
<td>BRM 236</td>
<td>SALES, TOOLS, AND STRATEGIES</td>
<td>3</td>
<td>This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.</td>
</tr>
<tr>
<td>BRM 246</td>
<td>RETAIL MARKETING: MERCHANDISING</td>
<td>3</td>
<td>This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.</td>
</tr>
<tr>
<td>BRM 266</td>
<td>RETAIL OPERATIONS: SUPPLY MANAGEMENT</td>
<td>3</td>
<td>This course is an examination of the retail operations function of retail management, including value chain logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.</td>
</tr>
<tr>
<td>BRM 276</td>
<td>LEADERSHIP AND SUPERVISION IN RETAIL CAPSTONE</td>
<td>3</td>
<td>This is the capstone course for retail fundamentals. The course provides students with the opportunity to integrate and apply learning from their program of student in a comprehensive manner. Students will demonstrate competency and skills in the leadership and supervisory function of retailing. Emphasis will be on a practical skill-building approach to leadership and supervision so students develop skills that can be applied within the retail environment. Students will examine leadership styles, management principles, ethics and social responsibility, conflict resolution, and culturally diverse aspects of leadership.</td>
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<tr>
<td>BRM 353</td>
<td>PRODUCT AND BRAND MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BRM 360</td>
<td>RETAIL DATA ANALYTICS FOR DECISION MAKING</td>
<td>3</td>
<td>The business of retail has embraced big data in nearly all phases of planning. Some retail businesses exist only online, forgoing the traditional &quot;brick and mortar&quot; locations that dominate the industry. With the emergence of online shopping, businesses are recognizing the need to enhance their future growth by connecting with their consumers through digital channels. The retail analytics certificate emphasizes an understanding of Internet marketing, consumer behavior, web analytics, data analysis, inventory management, increased sales and anticipated trends. Upon completing this certificate, students will possess the knowledge and skills necessary to effectively manage a retail business using data analytics.</td>
</tr>
<tr>
<td>BSA 310</td>
<td>BUSINESS SYSTEMS</td>
<td>3</td>
<td>This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, and decision support. Emphasis is placed upon the selection, implementation, and use of information systems, the potential for integration of the systems, and information systems security.</td>
</tr>
<tr>
<td>BSA 375</td>
<td>FUNDAMENTALS OF BUSINESS SYSTEMS DEVELOPMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BSA 376</td>
<td>SYSTEMS ANALYSIS AND DESIGN</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BSA 385</td>
<td>INTRO TO SOFTWARE ENGINEERING</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BSA 411</td>
<td>SYSTEMS ANALYSIS METHODOLOGIES</td>
<td>3</td>
<td>This course provides an overview of planning a business analysis approach, which includes business analysis, requirements elicitation, enterprise analysis, and solution assessment.</td>
</tr>
<tr>
<td>BSA 412</td>
<td>SYSTEMS ANALYSIS TOOLS</td>
<td>3</td>
<td>This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools - computer and non-computer supported. Emphasis is placed on when and how Microsoft® Visio® may be used for analysis.</td>
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<td>BSA 413</td>
<td>IT SERVICE MANAGEMENT</td>
<td>3</td>
<td>This course addresses IT service management best practices from the perspective of the IT Infrastructure Library (ITIL ®) framework. The ITIL® framework consists of Service Strategy, Design, Transition, Operation, and Continual Service Improvement.</td>
</tr>
<tr>
<td>BSA 425</td>
<td>BSIT CAPSTONE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BSA 500</td>
<td>BUSINESS SYSTEMS I</td>
<td>3</td>
<td>This course introduces business systems. The course reviews the basics of the business environment and influences on that environment. Accounting and finance business systems are also reviewed.</td>
</tr>
<tr>
<td>BSA 502</td>
<td>BUSINESS SYSTEMS II</td>
<td>3</td>
<td>This course reviews the following business systems: marketing, sales, human resources, operations, and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.</td>
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<tr>
<td>BSA 505</td>
<td>IS AUDITING PROCESSES</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BSA 510</td>
<td>IT GOVERNANCE AND MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BSA 515</td>
<td>ACQUISITION, DEVELOPMENT AND IMPLEMENTATION OF IS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BSA 525</td>
<td>INFORMATION ASSETS PROTECTION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BSA 531</td>
<td>IT ARCHITECTURE IN THE AGE OF CLOUD</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BSA 550</td>
<td>CUSTOMER RELATIONSHIP MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BSA 570</td>
<td>ANALYTIC PROGRAMMING</td>
<td>3</td>
<td>This course is an introduction to analytic programming, an essential component of business analytics. Analytic programming combines statistical processes and programming to identify meaningful patterns in data as well as construct useful models. Topics include data access, data structures, data management, data functions and structures, reports and error resolution within the context of a statistical analysis framework. This course is aligned to the SAS Base Programmer Certification.</td>
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<td>BSA 580</td>
<td>STATISTICAL BUSINESS ANALYTICS</td>
<td>3</td>
<td>This course covers Statistical Business Analytics. The course includes the topics of analysis of variance, linear and logistic regression, preparing inputs for predictive models, and measuring model performance. This course is aligned to the SAS Statistical Business Analyst Using SAS, Regression and Modeling certification.</td>
</tr>
<tr>
<td>BSCOM 100</td>
<td>INTRODUCTION TO COMMUNICATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BSCOM 234</td>
<td>FOUNDATIONS OF INTERPERSONAL COMMUNICATION</td>
<td>3</td>
<td>This course includes the application of communication principles, theory, and research to the process of interpersonal communication; it includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.</td>
</tr>
<tr>
<td>BSCOM 268</td>
<td>FOUNDATIONS OF MASS COMMUNICATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BSCOM 300</td>
<td>ADVERTISING AND THE MEDIA</td>
<td>3</td>
<td>This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.</td>
</tr>
<tr>
<td>BSCOM 324</td>
<td>COMMUNICATION RESEARCH</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BSCOM 330</td>
<td>COMPUTER MEDIATED COMMUNICATION</td>
<td>3</td>
<td>This course introduces students to the study of computer mediated communication and how it changes, shapes, and develops community through the use of diverse technological and social tools. Topics will include the history of computer-mediated communication, and how these technologies are leveraged in daily life. Students will develop their knowledge of computer mediated communication through immersive experiences of online and networked spaces and communities. Practical application of technology is used to complete communication projects to gain experience and depth of knowledge regarding how technology affects human communication.</td>
</tr>
<tr>
<td>BSCOM 336</td>
<td>COMMUNICATION THEORIES AND PRACTICE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BSCOM 348</td>
<td>SMALL GROUP AND TEAM COMMUNICATION</td>
<td>3</td>
<td>This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.</td>
</tr>
<tr>
<td>BSCOM 360</td>
<td>ORGANIZATIONAL COMMUNICATION</td>
<td>3</td>
<td>This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.</td>
</tr>
<tr>
<td>BSCOM 384</td>
<td>MARKETING COMMUNICATIONS</td>
<td>3</td>
<td>This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.</td>
</tr>
<tr>
<td>BSCOM 386</td>
<td>SALES COMMUNICATIONS</td>
<td>3</td>
<td>This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.</td>
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<tr>
<td>BSCOM 390</td>
<td>INTERCULTURAL COMMUNICATION</td>
<td>3</td>
<td>The purpose of this course is to assist students in understanding and applying the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.</td>
</tr>
<tr>
<td>BSCOM 410</td>
<td>MEDIA AND SOCIETY</td>
<td>3</td>
<td>The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.</td>
</tr>
<tr>
<td>BSCOM 415</td>
<td>COMMUNICATION LAW</td>
<td>3</td>
<td>This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.</td>
</tr>
<tr>
<td>BSCOM 435</td>
<td>CREATIVITY AND COMMUNICATION</td>
<td>3</td>
<td>Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of creative is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one’s creativity is one of the primary focuses of the course.</td>
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<tr>
<td>BSCOM 460</td>
<td>ETHICS AND COMMUNICATION</td>
<td>3</td>
<td>While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.</td>
</tr>
<tr>
<td>BSCOM 465</td>
<td>COMMUNICATION IN MEDIATION AND CONFLICT RESOLUTION</td>
<td>3</td>
<td>Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to managing conflict in the future.</td>
</tr>
<tr>
<td>BSCOM 470</td>
<td>MARKETING AND SALES MESSAGE MANAGEMENT</td>
<td>3</td>
<td>This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers, the development of marketing communications campaigns, the integration of the sales cycle and marketing communications, the use of a single voice to customers across all selling touch-points, and the ethical considerations associated with customer message management.</td>
</tr>
<tr>
<td>BSCOM 485</td>
<td>CAPSTONE IN COMMUNICATION</td>
<td>3</td>
<td>This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth in the study of communication, the benefits of lifelong learning, and the impact of these elements on their future.</td>
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<td>BSHS 305</td>
<td>HISTORICAL DEVELOPMENT OF HUMAN SERVICES: AN INTRODUCTION</td>
<td>3</td>
<td>In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training. (3 credits).</td>
</tr>
<tr>
<td>BSHS 325</td>
<td>HUMAN SYSTEMS AND DEVELOPMENT</td>
<td>3</td>
<td>Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes affecting both developmental and social change. Students will complete Module 8 of the MHF training.</td>
</tr>
<tr>
<td>BSHS 335</td>
<td>ETHICS AND VALUES FOR HUMAN SERVICE PROFESSIONALS</td>
<td>3</td>
<td>In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information. (3 credits). Prerequisites: BSHS 305, 325; COMM/215 or equivalent; MTH/209 or equivalent.</td>
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<tr>
<td>BSHS 345</td>
<td>DIVERSITY AND SPECIAL POPULATIONS</td>
<td>3</td>
<td>The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general.</td>
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<tr>
<td>BSHS 355</td>
<td>DELIVERY OF HUMAN SERVICES: THEORY AND PRACTICE</td>
<td>3</td>
<td>This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally.</td>
</tr>
<tr>
<td>BSHS 375</td>
<td>INFORMATION SYSTEMS AND TECHNOLOGY IN HUMAN SERVICES</td>
<td>3</td>
<td>This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.</td>
</tr>
<tr>
<td>BSHS 385</td>
<td>INTERPERSONAL COMMUNICATION AND INTERVIEWING SKILLS</td>
<td>3</td>
<td>Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training. (3 credits) Prerequisite: BSHS 415-O.</td>
</tr>
<tr>
<td>BSHS 395</td>
<td>CLIENT ASSESSMENT AND PLANNING</td>
<td>3</td>
<td>This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training. (3 credits) Prerequisite: BSHS 385.</td>
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<td>BSHS 405</td>
<td>Intervention, Direct Service Delivery &amp; Case Management</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>BSHS 406</td>
<td>Family and Social Systems: Contemporary Trends and Issues</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BSHS 407</td>
<td>Family Violence Across the Lifespan: A Multi-Strata Problem</td>
<td>3</td>
<td>This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences, and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.</td>
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<tr>
<td>BSHS 408</td>
<td>Childhood Abuse and Neglect</td>
<td>3</td>
<td>This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution, and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.</td>
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<td>BSHS 415</td>
<td>FIELD EXPERIENCE I</td>
<td>3</td>
<td>This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans, and documenting. Students will complete Modules 13 and 14 of the MHF training.</td>
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<tr>
<td>BSHS 4150</td>
<td>ORIENTATION TO FIELD EXPERIENCE</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>BSHS 425</td>
<td>ADMINISTRATION &amp; MANAGEMENT OF HUMAN SERVICE PROGRAMS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>BSHS 426</td>
<td>HUMAN SERVICES MANAGEMENT: THEORY &amp; PRACTICE</td>
<td>3</td>
<td>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.</td>
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<td>BSHS 427</td>
<td>CRITICAL THINKING SKILLS IN MANAGEMENT DECISION-MAKING</td>
<td>3</td>
<td>This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems, and lead environments will be explored. Concepts of strategic planning, organizing, and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.</td>
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<td>BSHS 428</td>
<td>HUMAN SERVICES PROGRAM DESIGN AND PROPOSAL WRITING</td>
<td>3</td>
<td>This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.</td>
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<td>BSHS 435</td>
<td>RESEARCH AND STATISTICS IN HUMAN SERVICES</td>
<td>3</td>
<td>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.</td>
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<td>BSHS 437</td>
<td>SOCIAL SYSTEMS AND AGING</td>
<td>3</td>
<td>This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings, and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly- dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.</td>
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<td>BSHS 438</td>
<td>CARE FOR AGING POPULATIONS</td>
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<td>The course is an exploration of various living</td>
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<td>environments for aging and elderly including</td>
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<td>retirement communities, living with relatives</td>
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<td></td>
<td>and/or children, independency, assisted living,</td>
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<td>the goodness-of-fit between lifestyle and</td>
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<td>housing, and managing long-term care. Students</td>
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<td>will demonstrate knowledge of segregated</td>
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<td>versus age-integrated residential settings and</td>
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<td>the impact on residents. An in-depth investigation</td>
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<td></td>
<td>of care-related issues across the growing aging</td>
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<td>population will include topics such as chronic</td>
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<td>illness, subsidized and un-subsidized healthcare</td>
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<td>related expenses, and needs assessment protocol.</td>
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<td>The basic model and principles of integrative,</td>
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<td>interdisciplinary healthcare is presented as the</td>
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<td>foundation for a team approach to the development</td>
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<td></td>
<td>of intervention plans, strategies of care, and</td>
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<td>implementation. (3 credits) Prerequisite: BSHS/437.</td>
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<td>BSHS 439</td>
<td>GRIEF, LOSS AND END OF LIFE ISSUES</td>
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<td>In this course students will learn strategies</td>
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<td>for facilitating the transition from curative</td>
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<td>measures to palliative care for the relief of</td>
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<td>emotional/psychological distress, pain, and a</td>
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<td>range of physical symptoms. Core competencies</td>
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<td>involve demonstrated learning of methods for</td>
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<td>anticipating the demands of end-of-life</td>
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<td>caregiving including advanced directives, 24/7</td>
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<td>services, hospice case management, care and</td>
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<td>placement options, and easing the common</td>
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<td>challenges as individuals and families move from</td>
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<td>care and grief modalities to acceptance and</td>
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<td>healing. Students will demonstrate understanding</td>
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<td></td>
<td>of patient and caregiver needs and roles in</td>
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<td>later life care with topics that include:</td>
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<td>practical care assistance and early preparation,</td>
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<td>referral for financial and legal assistance,</td>
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<td>comfort and dignity issues, respite care, grief</td>
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<td>support, focusing on client values and concerns,</td>
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<td>and addressing family conflict. (3 credits)</td>
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<td>Prerequisite: BSHS/438.</td>
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<td>BSHS 445</td>
<td>SURVEY OF CRISIS AND MENTAL HEALTH ISSUES AND</td>
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<td></td>
<td>INTERVENTIONS</td>
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<td>In this course, students explore the relationship</td>
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<td></td>
<td>between mental health and human service delivery</td>
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<td>systems in the United States, as well as global</td>
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<td>initiatives for improving the international</td>
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<td>service-base. Students will learn to define and</td>
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<td></td>
<td>describe the nature and process of crisis and</td>
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<td>the impact of trauma-causing events on the mental</td>
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<td>health of diverse clients. Students will compare</td>
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<td></td>
<td>and contrast the range of service delivery</td>
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<td></td>
<td>modalities and networks, including the operation</td>
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<td>of emergency management systems, and will</td>
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<td></td>
<td>demonstrate understanding of roles and skills</td>
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<td>needed when services are provided in emergency</td>
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<td></td>
<td>and crisis situations. The course facilitates</td>
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<td></td>
<td>development of skills necessary for assessing</td>
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<td>and managing suicide risk. Students will complete</td>
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<td>Module 15 of the MHF training.</td>
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<td>BSHS 455</td>
<td>WORKING WITH ADDICTIONS</td>
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<td>This course introduces students to the biology</td>
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<td>of addiction, including brain reward mechanisms,</td>
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<td>the role of environment and genetics,</td>
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<td>psychodynamics, and the impact of addiction on</td>
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<td></td>
<td>individuals, families, and communities. The</td>
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<td>roles of addiction in society in relationship</td>
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<td>to the judicial system, treatment systems,</td>
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<td>progressive era reforms, and complications of</td>
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<td>dual diagnosis are emphasized in the course. The</td>
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<td>course examines major models of conceptualizing</td>
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<td>and integrating prevention, intervention,</td>
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<td>rehabilitation, and maintenance/relapse</td>
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<td>prevention. Students will learn strategies for</td>
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<td>accessing supportive measures and case management</td>
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<td>processes for developing wrap-around action</td>
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<td>plans for service delivery to individuals and</td>
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<td>groups with addiction- and chemical-dependence-</td>
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<td>related issues.</td>
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<td>BSHS 456</td>
<td>Addiction Interventions for Human Service Workers</td>
<td>3</td>
<td>This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured inpatient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine’s Patient Placement Criteria.</td>
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<tr>
<td>BSHS 457</td>
<td>Codependence and Working with Families</td>
<td>3</td>
<td>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 codependency 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</td>
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<tr>
<td>BSHS 458</td>
<td>Action Planning, Relapse Prevention and Aftercare</td>
<td>3</td>
<td>This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues. (3 credits).</td>
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<tr>
<td>BSHS 465</td>
<td>Professional Development and Identity</td>
<td>3</td>
<td>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, and individual philosophies and belief systems, and then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS) Students will complete Module 17 of the MHF training. (3 credits).</td>
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<td>BSHS 475</td>
<td>This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2 hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.</td>
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<td>BSHS 485</td>
<td>This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training. (3 credits) Prerequisite: BSHS/465.</td>
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<td>BSHS 491</td>
<td>This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars 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.</td>
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<td>BLS 101CA</td>
<td>This course is an orientation to the primary components of the Bachelor of Science in Liberal Studies program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, Teacher Performance Assessments, and student teaching will be discussed.</td>
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<td>BSS 395</td>
<td>CONTEMPORARY ISSUES AND FUTURES IN SECURITY</td>
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<td>This course focuses on modern topics in the security discipline to include an examination of current issues and potential future issues in the security industry. Emphasis is placed on studies of theoretical and practical applications of security leadership principles, physical security, investigative techniques, cybersecurity, legal and ethical considerations, future security issues and the role of the Chief Security Officer. Students will apply critical thinking and analyses of these core concepts in the comprehensive study of public, private and non-profit sector organizations in order to garner an overall grounded understanding of contemporary issues and futures in the security discipline.</td>
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<td>BSS 480</td>
<td>RISK MANAGEMENT PERCEPTION AND COMMUNICATION</td>
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<td>In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regards to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.</td>
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<td>BSS 481</td>
<td>COUNTERTERRORISM INTELLIGENCE AND ANALYSIS</td>
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<td>This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counter terrorism; examine counter terrorism analysis methods and Global Security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology issues in counter terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.</td>
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<tr>
<td>BSS 482</td>
<td>SECURING CRITICAL INFRASTRUCTURE AND CYBERSPACE</td>
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<td></td>
<td>This course explores the developments and changes in security operations to secure the critical infrastructure in public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cybersecurity in post-9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this security course, students will have new skills and knowledge that will aid them in their present or future organizations.</td>
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<td>Course Code</td>
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<tr>
<td>BSS 483</td>
<td>WORLD VIEW OF HOMELAND SECURITY</td>
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<tr>
<td>BUS 212</td>
<td>FOUNDATIONS OF BUSINESS</td>
<td>3</td>
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<td>BUS 212T</td>
<td>FOUNDATIONS OF BUSINESS</td>
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<tr>
<td>BUS 475</td>
<td>INTEGRATED BUSINESS TOPICS</td>
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</table>

**BSS 483 WORLD VIEW OF HOMELAND SECURITY**

Students in this course will develop new skills to aid in the protection, safety, and security of society. Students will examine public and private security collaboration in homeland security response; discuss the leadership task of controlling the human influence in homeland security; analyze and understand the political influence on idea development in homeland security; compare and contrast jurisdictional responsibilities of homeland security programs; and evaluate the goals, objectives, and assessment of homeland security measures.

**BUS 212 FOUNDATIONS OF BUSINESS**

In this course, students will understand the foundation of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.

**BUS 212T FOUNDATIONS OF BUSINESS**

In this course, students will understand the foundation of business. Topics include the evolution of business, analysis of economic systems, global considerations, the role of business ethics, and business forms. Upon completion, students are better prepared to make informed decisions regarding business types, structures, and behaviors.

**BUS 475 INTEGRATED BUSINESS TOPICS**

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BUS 502</td>
<td>THE EXTERNAL FACTORS THAT IMPACT BUSINESS</td>
<td>3</td>
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<tr>
<td></td>
<td>This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, business strategy, and marketing.</td>
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<tr>
<td>BUS 503</td>
<td>ACCOUNTING AND FINANCIAL DECISION MAKING</td>
<td>3</td>
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<td></td>
<td>This course provides students with the basic theories, concepts, terminology, and uses of economics, accounting, and business finance. Students learn practical applications for economics, accounting, and business finance in their professional lives through the integration of fundamental concepts and the analysis of actual business events.</td>
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<tr>
<td>BUS 511</td>
<td>MANAGING THE BUSINESS ENVIRONMENT</td>
<td>3</td>
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<td></td>
<td>This course begins an introductory sequence to ensure students are successful in a graduate program. The topics include a broad overview of the business environment, including the concepts of management and operations, organizational behavior, human resources, information systems, ethics and the legal environment.</td>
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<tr>
<td>BUS 515</td>
<td>SEMINAR IN BUSINESS TOPICS</td>
<td>3</td>
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<td></td>
<td>This course examines the functions and issues that business managers need to address in order to compete in an increasingly global market. Topics include an overview of the global environment of business, doing business ethically, quantitative research, information systems, accounting, finance, economics, management, leadership, and marketing.</td>
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<tr>
<td>BUS 700</td>
<td>INTRODUCTION TO BUSINESS ADMINISTRATION IN DOCTORAL STUDY</td>
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<td>BUS 721</td>
<td>ISSUES IN OPTIMIZING OPERATIONS</td>
<td>3</td>
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<tr>
<td>BUS 731</td>
<td>TRANSFORMING THE BUSINESS I</td>
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<tr>
<td>BUS 732</td>
<td>TRANSFORMING THE BUSINESS II</td>
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<td>BUS 733</td>
<td>TRANSFORMING THE BUSINESS</td>
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<tr>
<td>CAP GMS91</td>
<td>CASES IN CROSS-BORDER MANAGEMENT</td>
<td>3</td>
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<tr>
<td>CCMH 504</td>
<td>INDIVIDUAL AND FAMILY DEVELOPMENT ACROSS THE LIFE SPAN</td>
<td>3</td>
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<td>CCMH 506</td>
<td>PERSONALITY THEORIES AND COUNSELING MODELS</td>
<td>3</td>
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<tr>
<td>CCMH 510</td>
<td>MULTI-CULTURAL ISSUES IN MENTAL HEALTH COUNSELING</td>
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<td>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.</td>
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<td>CCMH 510CA</td>
<td>MULTICULTURAL ISSUES IN MENTAL HEALTH COUNSELING</td>
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<td></td>
<td>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.</td>
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<tr>
<td>CCMH 511</td>
<td>FUNDAMENTAL COUNSELING SKILLS</td>
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<td>This introductory counseling skills course introduces students to fundamental helping skills. Students will develop a range of basic communication patterns to facilitate a healthy therapeutic relationship between counselor and client. Students learn counseling and communication skills such as, attending behaviors, eliciting, structuring, and summarizing.</td>
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<td>CCMH 515</td>
<td>LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING</td>
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<td>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.</td>
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<td>CCMH 515C</td>
<td>LEGAL, ETHICAL, AND PROFESSIONAL ISSUES IN COUNSELING</td>
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<tr>
<td>CCMH 520</td>
<td>BIOLOGICAL BASIS OF BEHAVIOR/PHYSIOLOGICAL ISSUES</td>
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<tr>
<td>CCMH 521</td>
<td>PSYCHOPHARMACOLOGY/BIOLOGICAL BASIS OF BEHAVIOR</td>
<td>3</td>
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<tr>
<td>CCMH 522</td>
<td>PSYCHOPHARMACOLOGY</td>
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<td>CCMH 525</td>
<td>RESEARCH METHODS FOR MENTAL HEALTH COUNSELORS</td>
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<td>CCMH 535</td>
<td>PSYCHOMETRICS</td>
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<td>CCMH 540</td>
<td>CAREER AND VOCATIONAL COUNSELING</td>
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<td>CCMH 544</td>
<td>INTRODUCTION TO CLINICAL ASSESSMENT</td>
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<td>Course Code</td>
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<td>CCMH 547</td>
<td>BASIC CLINICAL ASSESSMENT AND PSYCHOMETRICS</td>
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<td>CCMH 548</td>
<td>PSYCHOPATHOLOGY: ADVANCED CLINICAL ASSESSMENT</td>
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<td>CCMH 551</td>
<td>INDIVIDUAL COUNSELING</td>
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<td>CCMH 558</td>
<td>CRISIS INTERVENTION AND TRAUMA</td>
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<td>CCMH 561</td>
<td>DEPENDENCY AND ADDICTIONS</td>
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<td>CCMH 565</td>
<td>FAMILY, COUPLE, AND CHILD COUNSELING</td>
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<td>CCMH 568</td>
<td>GROUP COUNSELING</td>
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<td>CCMH 578</td>
<td>SEMINAR CLINICAL MENTAL HEALTH</td>
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<tr>
<td>CCMH 581</td>
<td>SUPERVISION/MANAGEMENT IN CLINICAL MENTAL HEALTH COUNSELING</td>
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<td>CCMH 585</td>
<td>COMMUNITY COUNSELING</td>
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<td>CCMH 592</td>
<td>PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING</td>
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<td>CCMH 592O</td>
<td>ORIENT TO PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING</td>
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<tr>
<td>CCMH 597A</td>
<td>INTERNSHIP A</td>
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<td>CCMH 597B</td>
<td>INTERNSHIP B</td>
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<tr>
<td>CCMH 597C</td>
<td>INTERNSHIP C</td>
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<tr>
<td>CEM 535</td>
<td>MANAGING THE EXPERIENCE WITHIN THE HEALTH CARE ENVIRONMENT</td>
<td>3</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>CHL 610</td>
<td>COMMUNITY HEALTH ASSESSMENT</td>
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<tr>
<td></td>
<td>This course examines the concepts, methods and</td>
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<td></td>
<td>practices for assessing the health of a</td>
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<td></td>
<td>community. Topics include assessment of resources,</td>
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<td></td>
<td>data, gaps, and strengths; developing</td>
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<td></td>
<td>community health profiles; identifying</td>
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<td></td>
<td>determinants of health; and the utilization of</td>
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<td></td>
<td>community health assessment in prioritizing</td>
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<td></td>
<td>recommendations and developing public health</td>
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<tr>
<td></td>
<td>interventions.</td>
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<tr>
<td>CHL 620</td>
<td>COMMUNITY HEALTH ENGAGEMENT AND ORGANIZING</td>
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<tr>
<td></td>
<td>This course examines key principles of community</td>
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<td></td>
<td>health promotion and community based participatory</td>
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<td></td>
<td>research principles. Key elements of community</td>
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<td></td>
<td>organizing for improved health outcomes including</td>
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<td></td>
<td>establishing community collaborations and</td>
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<td></td>
<td>partnerships, engagement, coalition building,</td>
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<td></td>
<td>community assessment, and dissemination of efforts.</td>
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<td></td>
<td>Principles of community engagement are examined</td>
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<td></td>
<td>in relation to community health.</td>
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<tr>
<td>CHL 630</td>
<td>PLANNING AND IMPLEMENTING COMMUNITY HEALTH</td>
<td>3</td>
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<tr>
<td></td>
<td>INITIATIVES</td>
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<td>In this course, learners create theory-based and</td>
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<td></td>
<td>evidence-informed community health initiatives.</td>
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<td>The course will examine use of logic models,</td>
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<td>intervention activities, budget development,</td>
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<tr>
<td></td>
<td>organizational structure, and stakeholder</td>
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<tr>
<td></td>
<td>engagement. Course concepts are applied to</td>
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<tr>
<td></td>
<td>community health settings and scenarios and</td>
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<td></td>
<td>students gain opportunity to plan and implement</td>
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<tr>
<td></td>
<td>health programs and initiatives.</td>
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<tr>
<td>CHL 640</td>
<td>EVALUATING COMMUNITY HEALTH INITIATIVES</td>
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<td></td>
<td>This course provides learners with an opportunity</td>
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<td></td>
<td>to plan, implement, and utilize evaluation</td>
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<td>methods within community health settings. Basic</td>
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<td></td>
<td>principles and practices of evaluation are</td>
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<td></td>
<td>addressed, including identifying the goals of a</td>
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<td></td>
<td>community health initiative; designing and</td>
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<td></td>
<td>implementing an evaluation plan; using evaluation</td>
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<td></td>
<td>results to improve processes, programs, policies,</td>
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<td></td>
<td>and outcomes; and sharing results with stakeholder</td>
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<td></td>
<td>groups.</td>
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<td>Course Code</td>
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<tr>
<td>CHM 110</td>
<td>INTRODUCTORY CHEMISTRY</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>CHM 150</td>
<td>GENERAL CHEMISTRY I</td>
<td>4</td>
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<td>This course provides students with an in-depth knowledge of the principles and applications of chemistry. Topics include chemical nomenclature, atomic theory, stoichiometry, periodicity, chemical bonding, thermochemistry, gas laws, and properties of solids and liquids. Students may apply these concepts using practical examples, facilitated discussions, and the experiments conducted through hands-on labs. This course is the first half of the general chemistry sequence, which is completed in CHM/151: General Chemistry II.</td>
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<tr>
<td>CHM 151</td>
<td>GENERAL CHEMISTRY II</td>
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<td>This course continues the examination of principles and applications of chemistry that was begun in CHM/150: General Chemistry I. Topics include properties of solutions, acids and bases, kinetics, equilibrium, thermodynamics, oxidation-reduction, ionic and redox equations, and electrochemistry. Students apply these concepts using practical examples, facilitated discussions, and experiments conducted through hands-on labs.</td>
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<td>CIS 207</td>
<td>INFORMATION SYSTEMS</td>
<td>3</td>
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<td></td>
<td>FUNDAMENTALS</td>
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<td>This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.</td>
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<td>Course Code</td>
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<td>CIS 207T</td>
<td>INFORMATION SYSTEMS FUNDAMENTALS</td>
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<td>CIS 291</td>
<td>PC AND DEVICE FUNDAMENTALS</td>
<td>3</td>
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<td>CIS 293</td>
<td>NETWORK TROUBLESHOOTING AND SUPPORT</td>
<td>3</td>
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<tr>
<td>CIS 295</td>
<td>INTRODUCTION TO PC AND MOBILE OPERATING SYSTEMS</td>
<td>3</td>
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<tr>
<td>CIS 297</td>
<td>COMPUTER SECURITY AND OPERATIONAL SUPPORT</td>
<td>3</td>
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<td>CIS 298</td>
<td>HEALTHCARE IT</td>
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<td>CIS 532</td>
<td>INFORMATION SYSTEMS LEADERSHIP</td>
<td>3</td>
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<tr>
<td>CIS 568</td>
<td>INFORMATION SYSTEMS CONCEPTS</td>
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<td>Course Code</td>
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<tr>
<td>CIT 245</td>
<td>LOCAL AREA NETWORKING FUNDAMENTALS</td>
<td>3</td>
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<td>CIT 249</td>
<td>WIDE AREA NETWORK ENVIRONMENT</td>
<td>3</td>
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<td>CIT 274</td>
<td>ROUTING AND SWITCHING IMPLEMENTATIONS</td>
<td>3</td>
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<tr>
<td>CIT 276</td>
<td>ROUTING AND SWITCHING MANAGEMENT</td>
<td>3</td>
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<td>CIT 277</td>
<td>WEBSITE DEVELOPMENT FOUNDATIONS</td>
<td>3</td>
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<td>CIT 278</td>
<td>INTERNET BUSINESS CONCEPTS</td>
<td>3</td>
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<td>CIT 279</td>
<td>NETWORK TECHNOLOGY FOUNDATIONS</td>
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<td>CJA 304</td>
<td>INTERPERSONAL COMMUNICATIONS</td>
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<td>CJA 305</td>
<td>CRIMINAL LAW</td>
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<td>CJA 314</td>
<td>CRIMINOLOGY</td>
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<td>CJA 315</td>
<td>CRIMINAL PROCEDURE</td>
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<td>CJA 324</td>
<td>ETHICS IN CRIMINAL JUSTICE</td>
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<td>CJA 325</td>
<td>CRIMINAL ORGANIZATIONS</td>
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<td>CJA 335</td>
<td>RESEARCH STATISTICS</td>
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<td>CJA 344</td>
<td>CULTURAL DIVERSITY ISSUES IN CRIMINAL JUSTICE</td>
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<td>CJA 345</td>
<td>RESEARCH METHODS AND EVALUATION</td>
<td>3</td>
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<tr>
<td>CJA 355</td>
<td>GRANT WRITING 3</td>
<td>This course explores the basics of grant and proposal writing for criminal justice programs and agencies, from needs assessment to finding federal, state, and private funding. Students will practice program design and evaluation, research various grant application components and requirements, and identify funding sources and suggestions to develop successful grant proposals.</td>
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<tr>
<td>CJA 365</td>
<td>BUDGET, FINANCE, AND PLANNING 3</td>
<td>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.</td>
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<tr>
<td>CJA 374</td>
<td>JUVENILE JUSTICE SYSTEMS AND PROCESSES 3</td>
<td>This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.</td>
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<tr>
<td>CJA 375</td>
<td>INTERAGENCY COMMUNICATION 3</td>
<td>This course explores the relationships across all internal and external areas and levels of government regarding effective emergency management. Students examine the required planning, response, recovery, and mitigation components that government agencies must consider. Emergency management principles, inter-organizational communication, and potential collaboration models are explored.</td>
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<td>CJA 385</td>
<td>CRIMINAL JUSTICE POLICY ANALYSIS &amp; PROGRAM EVALUATION</td>
<td>3</td>
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<td>CJA 395</td>
<td>CURRENT ISSUES/FUTURES IN CRIMINAL JUSTICE MANAGEMENT</td>
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<td>CJA 444</td>
<td>ORGANIZATIONAL BEHAVIOR AND MANAGEMENT</td>
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<td>CJA 454</td>
<td>CRIMINAL JUSTICE MANAGEMENT THEORY AND PRACTICE</td>
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<td>CJA 474</td>
<td>MANAGING CRIMINAL JUSTICE PERSONNEL</td>
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<td>CJA 475</td>
<td>FORECASTING AND STRATEGIC PLANNING</td>
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<td>CJA 484</td>
<td>CRIMINAL JUSTICE ADMINISTRATION CAPSTONE</td>
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<td>CJHS 395</td>
<td>ISSUES AND FUTURES IN HUMAN SERVICES IN CRIMINAL JUSTICE</td>
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<td>CJHS 400</td>
<td>THEORY AND PRACTICE: HUMAN SERVICES IN CRIMINAL JUSTICE</td>
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<td>CJHS 410</td>
<td>MENTAL HEALTH AND CRISIS INTERVENTIONS IN CRIMINAL JUSTICE</td>
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<td>CJHS 420</td>
<td>CASE MANAGEMENT AND SERVICES PROVIDED IN CRIMINAL JUSTICE</td>
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<td>CJHS 430</td>
<td>COLLABORATIVE SERVICES IN CRIMINAL JUSTICE</td>
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<td>CJS 200</td>
<td>FOUNDATIONS OF THE CRIMINAL JUSTICE SYSTEM</td>
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<td>CJS 201</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
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<td>CJS 205</td>
<td>COMPOSITION FOR COMMUNICATION IN THE CRIMINAL JUSTICE SYSTEM</td>
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<tr>
<td>CJS 210</td>
<td>FUNDAMENTALS OF POLICING</td>
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**CJS 200 FOUNDATIONS OF THE CRIMINAL JUSTICE SYSTEM**: This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology, and constitutional limitations of the system will also be covered.

**CJS 201 INTRODUCTION TO CRIMINAL JUSTICE**: 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**: This course prepares students to communicate effectively in both verbal and nonverbal forms. Students explore best practices of investigative reporting and composing written communications, such as administrative reports and memos, interpreting and using body language, and interpersonal interactions within criminal justice settings. This includes interactions with victims, suspects, incarcerated persons, as well as government officials, staff, and civilians.

**CJS 210 FUNDAMENTALS OF POLICING**: This course is an introductory overview that provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police agencies and critical issues in law enforcement.
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<tr>
<th>Course Code</th>
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<tr>
<td>CJS 211</td>
<td>ETHICS IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CJS 215</td>
<td>INTRODUCTION TO FORENSICS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CJS 220</td>
<td>INTRODUCTION TO CRIMINAL COURT SYSTEM</td>
<td>3</td>
<td>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 connections among 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.</td>
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<tr>
<td>CJS 221</td>
<td>CULTURAL DIVERSITY IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>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.</td>
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<td>CJS 225</td>
<td>CRITICAL THINKING IN CRIMINAL JUSTICE</td>
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<td>This course introduces the topics of</td>
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<td>critical and creative thinking. This</td>
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<td>overview course defines and</td>
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<td>differentiates the two topics, and</td>
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<td>helps students explore how personal</td>
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<td>beliefs are formed and evaluated.</td>
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<td>Special attention is placed on how</td>
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<td>critical and creative thinking are</td>
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<td>used to create solutions to problems</td>
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<td>encountered by criminal justice and</td>
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<td>security personnel.</td>
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<td>CJS 230</td>
<td>INTRODUCTION TO CORRECTIONS</td>
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<td>This course is an introduction to the</td>
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<td>various components of the corrections</td>
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<td>system within the criminal justice</td>
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<td>system. It provides an overview of</td>
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<td>corrections, including corrections</td>
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<td>history, and the persons, agencies,</td>
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<td>and organizations that manage</td>
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<td>convicted offenders. Other topics</td>
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<td>include policy and procedure,</td>
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<td>sentencing, probation, and</td>
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<td>rehabilitation of prisoners.</td>
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<td>CJS 231</td>
<td>CRIMINOLOGY</td>
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<td>This course highlights the causes of</td>
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<td>criminal behavior and the theoretical</td>
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<td>interpretations of such behavior.</td>
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<td>Students are introduced to criminological</td>
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<td>methods of inquiry and review several</td>
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<td>different classifications of crime.</td>
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<td>Students also consider the public</td>
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<td>policy implications of various</td>
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<td>approaches to criminology.</td>
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<td>CJS 235</td>
<td>VICTIMOLOGY</td>
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<td>This course introduces students to</td>
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<td>the topic of victimology, the</td>
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<td>scientific study of victims, and an</td>
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<td>overview of current theory, research,</td>
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<td>and trends within the context of</td>
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<td>specific victimization types. Specific</td>
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<td>crime types, the impact of crime on</td>
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<td>victims and society, the role of</td>
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<td>victims within the criminal justice</td>
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<td>system, specific remedies, and</td>
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<td>victim rights and services are also</td>
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<td>CJS 240</td>
<td>INTRODUCTION TO JUVENILE JUSTICE</td>
<td>3</td>
<td>This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and suspected causes of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.</td>
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<tr>
<td>CJS 241</td>
<td>INTRODUCTION TO POLICE THEORY AND PRACTICES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CJS 245</td>
<td>JUVENILE JUSTICE SYSTEMS AND PROCESSES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CJS 250</td>
<td>INTRODUCTION TO SECURITY</td>
<td>3</td>
<td>This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future integration of private security services in law enforcement agencies.</td>
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<tr>
<td>CJS 251</td>
<td>INTRODUCTION TO CRIMINAL COURT SYSTEMS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CJS 255</td>
<td>INTRODUCTION TO CORRECTIONS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CMGT 245</td>
<td>IS SECURITY CONCEPTS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CMGT 400</td>
<td>INTRO TO INFORMATION ASSURANCE &amp; SECURITY</td>
<td>3</td>
<td>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.</td>
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<td>CMGT 410</td>
<td>PROJECT PLANNING AND IMPLEMENTATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CMGT 413</td>
<td>APPLICATION ACQUISITION AND SOURCING</td>
<td>3</td>
<td>This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and insourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.</td>
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<tr>
<td>CMGT 420</td>
<td>INTEGRATED PROJECT MANAGEMENT</td>
<td>3</td>
<td>This course prepares students for the Project Management Institute (PMI®) CAPM® certification exam. It covers the Project Management Framework, a set of standard terminology and guidelines for project management, and the knowledge areas in managing projects.</td>
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<tr>
<td>CMGT 430</td>
<td>ENTERPRISE SECURITY</td>
<td>3</td>
<td>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.</td>
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<td>CMGT 431</td>
<td>INFORMATION SYSTEMS SECURITY</td>
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<td>CMGT 433</td>
<td>CYBER SECURITY</td>
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<td>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.</td>
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<td>CMGT 442</td>
<td>INFORMATION SYSTEMS RISK MANAGEMEN</td>
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<td>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.</td>
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<td>CMGT 445</td>
<td>APPLICATION IMPLEMENTATION</td>
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<td>This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s), and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.</td>
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<tr>
<td>CMGT 545</td>
<td>INFLUENCE AND LEADERSHIP IN TECH</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CMGT 554</td>
<td>IT INFRASTRUCTURE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CMGT 555</td>
<td>SYSTEMS ANALYSIS AND DEVELOPMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CMGT 556</td>
<td>ENTERPRISE MODELS</td>
<td>3</td>
<td>This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.</td>
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<tr>
<td>CMGT 557</td>
<td>EMERGING TECHNOLOGIES &amp; ISSUES</td>
<td>3</td>
<td>The course examines emerging technology, the related issues and their potential impact on an organization. This examination provides an understanding of both the technical and managerial issues, including the strategic implications associated with emerging technologies.</td>
</tr>
<tr>
<td>CMGT 558</td>
<td>STRATEGIC MANAGEMENT OF TECHNOLOGY AND INNOVATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CMGT 559</td>
<td>MANAGING RISK AND SECURITY VS OPPORTUNITY</td>
<td>3</td>
<td>This course explores the role of security and risk management in the overall business strategy as it relates to the opportunities involved in implementing emerging technologies across industries. Topics include identifying risks and vulnerabilities, developing a plan or solutions to mitigate the risks, and integrating these solutions in the business.</td>
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<tr>
<td>CMGT 575</td>
<td>CIS PROJECT MANAGEMENT</td>
<td>3</td>
<td>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.</td>
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<th>Course Code</th>
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<tr>
<td>CMGT 578</td>
<td>CIS STRATEGIC PLANNING</td>
<td>3</td>
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<tr>
<td>CMGT 582</td>
<td>SECURITY &amp; ETHICS</td>
<td>3</td>
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<tr>
<td>CMGT 583</td>
<td>IS INTEGRATION</td>
<td>3</td>
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<tr>
<td>CMHC 551</td>
<td>HUMAN SEXUALITY AND SEX THERAPY</td>
<td>3</td>
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**CMGT 578 CIS STRATEGIC PLANNING**
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**
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**
This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.

**CMHC 551 HUMAN SEXUALITY AND SEX THERAPY**
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.
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<tbody>
<tr>
<td>CNSL 500</td>
<td>ORIENTATION TO THE COUNSELING PROFESSION</td>
<td>0</td>
<td>CNSL/500 is a 3-week orientation required for specified counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students are required to take a career inventory to examine their interests and aptitude for acquiring the skills needed in the counseling professions. Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to University of Phoenix learning platforms, the online library, graduate-level writing expectations, and the broader idea of navigating graduate school and studies.</td>
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<tr>
<td>CNSL 502</td>
<td>GRADUATE PORTFOLIO I</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>CNSL 503R</td>
<td>RESIDENCY I</td>
<td>1</td>
<td>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 fundamental counseling skills. Topics in this course include counselor self-efficacy; oral and written communication skills; and basic interviewing skills. In addition to fundamental skills, students are evaluated on professional dispositions and their readiness to matriculate in the program.</td>
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<tr>
<td>CNSL 513R</td>
<td>RESIDENCY II</td>
<td>1</td>
<td>This residency course is 2-weeks in length, with the last 3 days of the second week involving face-to-face interaction with faculty and peers at a ground campus. The 3-day in person residency provides an opportunity for students to observe, practice, and demonstrate competency in intermediate counseling skills. Topics include professional and personal development; oral communication skills; application of theory to practice; and sensitivity to diversity issues. Students will demonstrate intake, assessment, provisional diagnoses, and treatment planning abilities. The capstone of the residency is staffing a clinical case and role play. In addition to intermediate skills, students are evaluated on professional dispositions and their readiness to progress in the program.</td>
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<tr>
<td>CNSL 523R</td>
<td>RESIDENCY III</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>CNSL 556</td>
<td>PORTFOLIO II</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>COM 295</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
<td>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 effect of technology, such as social media, on business communication; and identify ethical, cross-cultural, and multinational issues in business communication.</td>
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<tr>
<td>COM 295T</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>COM 340</td>
<td>MASS COMMUNICATION</td>
<td>3</td>
<td>This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.</td>
</tr>
<tr>
<td>COM 516</td>
<td>PROFESSIONAL COMMUNICATIONS</td>
<td>1</td>
<td>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.</td>
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<tr>
<td>COM 520</td>
<td>ORGANIZATIONAL COMMUNICATION FOR ADULT EDUCATION &amp; TRAINING</td>
<td>3</td>
<td>In this course, learners apply written and oral communication principles to their roles as trainers and adult educators. Learners demonstrate how to persuade a variety of stakeholders through applicable communication channels. Learners examine the role of perception, techniques, and business justifications related to effective communication. The course includes topics about oral and written communication, interpersonal and intercultural communication, and technology tools for collaborative learning.</td>
</tr>
<tr>
<td>COM 537</td>
<td>ORGANIZATIONAL COMMUNICATIONS</td>
<td>3</td>
<td>This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.</td>
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<tr>
<td>COM 539</td>
<td>COMMUNICATIONS: SELLING AND CUSTOMER ENGAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>COM 600</td>
<td>COMMUNICATION SKILLS FOR GRADUATE STUDY</td>
<td>3</td>
<td>This course provides students with an introduction to strategies for academic success at the graduate level. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and collaborative processes.</td>
</tr>
<tr>
<td>COM 705</td>
<td>COMMUNICATION STRATEGIES</td>
<td>1</td>
<td>This 3-week, online course provides incoming doctoral students with an introduction to advanced communication strategies to demonstrate their readiness to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment.</td>
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<tr>
<td>COM PA523</td>
<td>COMMUNICATIONS FOR PUBLIC ADMINISTRATORS</td>
<td>3</td>
<td>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 &amp; external communications.</td>
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<tr>
<td>COMM 110</td>
<td>INTRODUCTION TO ORAL COMMUNICATION</td>
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<td>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.</td>
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<td>COMM 315</td>
<td>DIVERSITY ISSUES IN COMMUNICATION</td>
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<td>This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral and interpersonal communication skills in response to diversity concerns.</td>
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<td>COMM 400</td>
<td>MANAGEMENT COMMUNICATION SKILLS</td>
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<td>This course is a study of human interpersonal communications and conflict resolution. Focus and emphasis is on identification and development of interpersonal relations in business organizations, as well as on management communication skills, group process, effective responses, and team building.</td>
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<td>COMPROGLAB</td>
<td>COMPUTER PROGRAMMING LAB</td>
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<td>This is a workshop for the new BSIT program Computer Programming Labs.</td>
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<tr>
<td>CPMGT 300</td>
<td>PROJECT MANAGEMENT</td>
<td>3</td>
<td>This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft®Project software.</td>
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<tr>
<td>CPMGT 301</td>
<td>STRATEGIC PORTFOLIO AND PROJECT MANAGEMENT</td>
<td>3</td>
<td>This course introduces students to the planning phase of project management. Students will discover the connection between strategic portfolio management and project management. Other topics include project-based versus non-project-based organizations, activity planning and sequencing, human resource planning, communications planning, and project management planning.</td>
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<tr>
<td>CPMGT 302</td>
<td>PROCUREMENT AND RISK MANAGEMENT</td>
<td>3</td>
<td>This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.</td>
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<tr>
<td>CPMGT 303</td>
<td>PROJECT ESTIMATING AND CONTROL TECHNIQUES</td>
<td>3</td>
<td>To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.</td>
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<tr>
<td>CPMGT 304</td>
<td>LEADING PROJECTS IN ORGANIZATIONS</td>
<td>3</td>
<td>This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.</td>
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<tr>
<td>CPMGT 305</td>
<td>PROJECT MANAGEMENT CAPSTONE</td>
<td>3</td>
<td>This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management knowledge learned throughout the Project Management Certificate. Students will develop and deliver a project plan and presentation of that plan to the executive board in a role-play environment. Universal project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.</td>
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<tr>
<td>CPMGT 310</td>
<td>PROJECT MANAGEMENT METHODOLOGIES</td>
<td>3</td>
<td>This course examines the various project management methodologies used to successfully manage projects within an organization. Students will discover effective and efficient practices of applied project management techniques to include waterfall, PRINCE2®, agile, six sigma, and Kanban methods. Students will also examine the influence of project type on the methodology used to effectively manage the project.</td>
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<tr>
<td>CPMGT 311</td>
<td>AGILE PROJECT MANAGEMENT WITH SCRUM METHODOLOGY</td>
<td>3</td>
<td>This course provides students with an understanding of agile management as it relates to the agile project manager utilizing scrum methodology. Students will apply the scrum development framework to deliver rapidly improved outcomes within an organization. Scrum practices will be discussed in detail, including self-organizing teams, Scrum roles, sprint planning, tracking, and tools for defining and measuring progress.</td>
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<tr>
<td>CPMGT 312</td>
<td>PROGRAM MANAGEMENT</td>
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<td>This course provides students with an overview of program management techniques to effectively manage the complexity of a collection of projects. Students will develop the skills to logically dissect a complex deliverable into individual parts, apply best practices to develop logical plans for program components, and understand how to manage dependencies and organize program staff into a high-performing program team.</td>
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<td>CPSS 210</td>
<td>INTRODUCTION TO CRIMINAL JUSTICE</td>
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<td>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.</td>
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<td>CPSS 215</td>
<td>SURVEY OF CORRECTIONS IN THE UNITED STATES</td>
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<td>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 offenders.</td>
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<td>CPSS 225</td>
<td>SURVEY OF CORRECTIONAL PROGRAM CAREER OPPORTUNITIES</td>
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<td>This course introduces students to the areas in which correctional programs are offered. Students explore the various career opportunities in this diverse field.</td>
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<tr>
<td>CPSS 235</td>
<td>WORKING WITH THE JUVENILE JUSTICE SYSTEM</td>
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<td>This course is a general overview of the juvenile justice system. Students address current problems juveniles face and compare adult and juvenile justice systems. The course focuses special attention on the problems inherent in the handling of juveniles, the function of juvenile courts, sentencing, and future juvenile justice system issues.</td>
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<td>CPSS 240</td>
<td>FOUNDATIONS OF CRIMINAL BEHAVIOR</td>
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<td>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.</td>
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<td>CPSS 300</td>
<td>WORKING WITH THE CORRECTIONAL POPULATION</td>
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<td>This course provides an overview of correctional populations and addresses the ethical, legal, and security aspects of the profession, including inmate manipulation.</td>
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<td>CPSS 315</td>
<td>SOCIAL PSYCHOLOGY</td>
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<td>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 power and exchange in social life. Human thoughts, feelings, and actions as influenced by other people are explored.</td>
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<tr>
<td>CPSS 330</td>
<td>ESSENTIALS OF COMMUNICATION IN CORRECTIONS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CPSS 370</td>
<td>INTAKE, ASSESSMENT, AND CLASSIFICATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CPSS 385</td>
<td>CASE PLANNING AND CASE MANAGEMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CPSS 395</td>
<td>PROGRAM FACILITATION SKILLS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CPSS 400</td>
<td>INSTITUTIONAL AND COMMUNITY-BASED PROGRAMS</td>
<td>3</td>
<td>This course provides an overview of the range of programs and interventions in institutional- and community-based settings. Students explore the risk and need assessment process that determines program placement.</td>
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<tr>
<td>CPSS 405</td>
<td>WORKING WITH SEX OFFENDERS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CPSS 410</td>
<td>OVERVIEW OF MENTAL HEALTH IN CRIMINAL JUSTICE</td>
<td>3</td>
<td>This course is designed to provide students with an introduction to the theories and research concerning psychopathology. The course addresses topics such as the classification of abnormal behaviors into various diagnostic categories; the etiologies of psychological disorders; and an overview of the major models of prevention, intervention, and treatment of mental health problems in the criminal justice system.</td>
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<tr>
<td>CPSS 411</td>
<td>MENTAL HEALTH ISSUES IN THE FORENSIC SETTING</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CPSS 412</td>
<td>ORGANIC- AND PHYSIOLOGICALLY-BASED DISORDERS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CPSS 413</td>
<td>CHARACTER- AND PERSONALITY-BASED DISORDERS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CPSS 415</td>
<td>WORKING WITH JUVENILE OFFENDERS</td>
<td>3</td>
<td>This course is designed to prepare students to address the challenges of working with juvenile offenders. Students examine the differences between adult and juvenile offenders in supervision strategies, classification systems, and custodial relationships. Students also examine the unique role of the family in juvenile offender cases.</td>
</tr>
<tr>
<td>CPSS 416</td>
<td>OVERVIEW OF ADOLESCENT DEVELOPMENT</td>
<td>3</td>
<td>This course is designed to familiarize students with developmental milestones, social influences, the process of identity formation, and the moral and ethical development of adolescents. Students also explore the unique challenges adolescents face.</td>
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<tr>
<td>CPSS 417</td>
<td>THE ROLE AND INFLUENCE OF THE FAMILY</td>
<td>3</td>
<td>This course allows students to examine the complex correlation between family dynamics and juvenile delinquency. Students explore topics related to prevention, development, and rehabilitation.</td>
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<tr>
<td>CPSS 418</td>
<td>PREVENTION AND TREATMENT INTERVENTIONS</td>
<td>3</td>
<td>This course will introduce students to basic prevention and treatment models. Students will survey a variety of interventions and strategies for addressing delinquent behavior.</td>
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<tr>
<td>CPSS 420</td>
<td>ISSUES OF SUBSTANCE ABUSE AND ADDICTION</td>
<td>3</td>
<td>This course examines the history of substance abuse and addiction, including the effects of addiction on individuals, families, and communities. Topics include national and international perspectives and strategies regarding addiction, as well as their relationship to the judicial system. The course includes an overview of the major models of prevention, intervention, rehabilitation, and maintenance and relapse prevention.</td>
</tr>
<tr>
<td>CPSS 421</td>
<td>ETIOLOGY AND PHYSIOLOGY OF ADDICTIONS DISORDERS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CPSS 422</td>
<td>ALCOHOL- AND DRUG-RELATED ADDICTIONS DISORDERS</td>
<td>3</td>
<td>This course introduces students to the diagnostic criteria for alcohol- and drug-related addictions disorders. Students examine the intricacies of multiple disorders related to substance abuse and dependence and their prevalence in society, with a special focus on the effects on the criminal justice system. Students also survey a variety of other addiction disorders.</td>
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<tr>
<td>CPSS 423</td>
<td>PREVENTION, SELF-HELP, AND TREATMENT MODELS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CPSS 430</td>
<td>MAINTAINING BOUNDARIES AND SELF-CARE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CSC 390</td>
<td>CULTURE AND COMMUNICATION</td>
<td>3</td>
<td>Students will be introduced to the interdependent relationship between symbols, rituals, artifacts, and patterns of thought of cultural groups and the communication practices of those groups. They will engage in critical analysis of communication in contemporary society, including culture-based metaphor, nonverbal communication, advertising, print media and television.</td>
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<tr>
<td>CSC 391</td>
<td>GEOGRAPHY, CULTURE AND COMMUNICATION</td>
<td>3</td>
<td>This course will focus on the ecological and historical approach to cultures and communication and how they have changed within a global and spatial context. Within the context of culture and communication, themes will include human-environmental interaction; exploration of human-environmental systems analysis; diffusion and movement of commerce and urban sprawl; location and spatial patterns of development; identity and the boundaries of place; and selected topics within the scope of human geography.</td>
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<tr>
<td>CSC 392</td>
<td>ETHNIC AND CULTURAL DIVERSITY</td>
<td>3</td>
<td>Students in the course will analyze the topics of identity, culture, and diversity as it relates to modern society. Students will be introduced to the conceptual frameworks of racial and ethnic relations, generalizations, stereotypes, prejudices, and adaptations in diverse cultures.</td>
</tr>
<tr>
<td>CSC 477</td>
<td>RACE AND CLASS IN THE MEDIA</td>
<td>3</td>
<td>Through filmic analysis, cultural history, and media theory, students will explore the ways in which media in the United States participate in and challenge prevailing ideologies toward race, class and difference. Students will examine how various ethnic groups, including Native Americans, Asian Americans, African Americans, Latinos/as, and Whites are presented and what those images mean for audiences.</td>
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<tr>
<td>CSS 422</td>
<td>SOFTWARE ARCHITECTURE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CSS 562</td>
<td>PROGRAMMING CONCEPTS</td>
<td>3</td>
<td>This course introduces object-oriented programming (OOP) in the context of business applications development. This course blends the need to understand the discipline of developing a modern, Graphical User Interface (GUI) based object-oriented program using the Java™ programming language, and the issues and topics with leading and managing programming projects in a team setting.</td>
</tr>
<tr>
<td>CTEC 510</td>
<td>Overview of Career and Technical Education</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CTEC 511</td>
<td>Career and Technical Education Curriculum and Instruction</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CTEL 501</td>
<td>LANGUAGE AND LANGUAGE DEVELOPMENT</td>
<td>4</td>
<td>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.</td>
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<tr>
<td>CTEL 502</td>
<td>ASSESSMENT AND INSTRUCTION</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>CTEL 503</td>
<td>CULTURE AND INCLUSION</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>CUR 505</td>
<td>SOCIAL AND GLOBAL PERSPECTIVES OF TEACHER</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CUR 506</td>
<td>THEORIES AND BEST PRACTICES OF CURRICULUM AND</td>
<td>3</td>
<td>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 and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.</td>
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<td>CUR 515</td>
<td>CRITICAL THINKING AND INNOVATIVE SKILLS</td>
<td>3</td>
<td>Learners in this course explore the development and application of critical thinking skills for all academic content areas in elementary, middle school, and high school settings. Participants identify the educational needs of students by exploring current instructional theories, models, and strategies; and state, local, and national standards as they relate to developing critical thinking skills in classroom teaching. Prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.</td>
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<tr>
<td>CUR 516</td>
<td>CURRICULUM THEORY AND INSTRUCTIONAL DESIGN</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>CUR 518</td>
<td>MULTICULTURAL STRATEGIES FOR THE ADULT LEARNER</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CUR 520</td>
<td>ADVOCATING FOR LEARNING</td>
<td>3</td>
<td>Learners examine dispositions and beliefs regarding teaching and learning for all students. This course includes discussions about supportive and engaging learning environments, along with collaboration with other professionals to develop strategies that promote student learning. Using assessment data, learners will differentiate instruction and employ appropriate strategies for students. Learners will explore advocacy through course materials, practical exercises and engaging group activities.</td>
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<td>CUR 525</td>
<td>ETHICAL ISSUES IN EDUCATION</td>
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<td>This course examines 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. Students will explore ethical, social, and political issues in education through case studies, field experiences, and other readings and interactions. Ethical leadership and decision making will be analyzed and discussed to determine how educational leaders will be able to provide support to teachers, students, and other constituents with the purpose of improving current educational practices.</td>
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<td>CUR 528</td>
<td>ASSESSMENT OF LEARNING</td>
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<td>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.</td>
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<td>CUR 530</td>
<td>ASSESSMENT AND EVALUATION MODELS</td>
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<td>In this course, learners use assessment data through a systematic process to make informed decisions and to evaluate classroom and school-wide learning outcomes. Emphasis is placed on the design, implementation, and analysis of formative assessments while other types of assessments are explored. Learners will use this assessment knowledge to design and analyze a comprehensive assessment plan in a K-12 setting.</td>
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<td>CUR 532</td>
<td>FACILITATING ONLINE LEARNING</td>
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<td>Learners explore practical strategies for aligning effective principles of instruction with the use of technology in adult learning and training environments. Learners develop the knowledge and skills required for effectively engaging adult learners in distance learning experiences using a variety of web-based course management and information systems. In addition, learners apply and evaluate audio, video, and collaborative technology tools; mobile learning technologies; and corporate online training techniques. Learners discuss essential aspects of learning in online training programs and classrooms such as engagement, time management, reflection, and assessment strategies.</td>
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<td>CUR 535</td>
<td>RESEARCH FOR IMPROVED PRACTICE</td>
<td>4</td>
<td>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.</td>
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<tr>
<td>CUR 540</td>
<td>METHODS OF COACHING IN THE INSTRUCTIONAL SETTING</td>
<td>3</td>
<td>This course provides an examination of how systemic processes, experiential learning, and coaching strategies positively affect teaching and learning outcomes. This course will examine the interchangeable competencies of coaching and mentoring including roles, fostering relationships, ethical guidelines, building learning communities, effective communication, self-reflective problem solving, conflict resolution, facilitating learning, and accountability. Candidates will be equipped with content knowledge, real life application opportunities, tools, and specific strategies that can be applied in both instructional leadership and coaching situations.</td>
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<tr>
<td>CUR 545</td>
<td>USING TECHNOLOGY FOR TEACHING AND LEARNING</td>
<td>3</td>
<td>Students evaluate technology use and technology integration for teaching and learning while considering the value of current technologies and tools as part of an interactive experience in a 21st-century classroom. Students will review the considerations and responsibilities of using and maintaining technology in today's schools, including safety, ethics, resources, and financial needs. Using the knowledge gained in this course, students will determine how they will advocate and be change agents for technology integration within their districts, schools, classrooms, and the community.</td>
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<tr>
<td>CUR 550</td>
<td>ENGAGING IN COMMUNITIES OF PRACTICE</td>
<td>3</td>
<td>Learning communities are a method for the organization and operation of schools that will best meet the academic needs of students. In this course, learners examine the components of developing and maintaining school-based communities of practice to improve student achievement and assist with school improvement planning. Learners will identify resources to help them initiate, plan, and maintain communities of practice.</td>
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<td>CUR 555</td>
<td>PROFESSIONAL LEARNING FOR CONTINUOUS IMPROVEMENT</td>
<td>3</td>
<td>Learners will examine the relationship of professional and personal learning to school, teacher, and student need. Learners will gain an array of effective ideas, strategies, plans, methods, and tools on designing and implementing professional development to promote the intellectual and self-reflective development of teachers, as they collaborate to raise student achievement. Topics include components of high-quality staff development and learning networks.</td>
</tr>
<tr>
<td>CUR 711</td>
<td>DEVELOPMENTAL AND LEARNING THEORIES</td>
<td>3</td>
<td>Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.</td>
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<tr>
<td>CUR 712</td>
<td>CURRICULUM THEORY</td>
<td>3</td>
<td>This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of theories on educational programming, and interpret the interaction of these theories with public policy.</td>
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<tr>
<td>CUR 713</td>
<td>CURRICULUM, DEVELOPMENTAL, AND LEARNING THEORIES</td>
<td>3</td>
<td>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.</td>
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<td>CUR 721</td>
<td>CURRICULUM DESIGN</td>
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<td>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.</td>
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<td>CUR 722</td>
<td>INSTRUCTIONAL MODELS</td>
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<td>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.</td>
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<td>CUR 723</td>
<td>ASSESSMENT OF STUDENT LEARNING</td>
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<td>This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.</td>
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<td>CUR 731</td>
<td>SUPERVISION OF CURRICULUM AND INSTRUCTION</td>
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<td>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.</td>
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<td>CUR 732</td>
<td>Program Evaluation</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CYB 100</td>
<td>Cyber Domain</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 110</td>
<td>Foundations of Security</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 120</td>
<td>Computer Network Defense Part 1</td>
<td>3</td>
<td>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.</td>
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<td>CYB 130</td>
<td>Object-Oriented Scripting Language</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 135</td>
<td>OBJECT-ORIENTED SECURITY SCRIPTING</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 140</td>
<td>Computer Network Defense Part 2</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 150</td>
<td>Computer Network Defense Part 3</td>
<td>3</td>
<td>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.</td>
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<td>CYB 160</td>
<td>Governance and Privacy</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 205</td>
<td>Infrastructure Administration</td>
<td>3</td>
<td>This course analyzes and compares security administration for traditional physical infrastructures with that of evolving cloud infrastructures.</td>
</tr>
<tr>
<td>CYB 207</td>
<td>Risk Frameworks</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 209</td>
<td>Compliance Management, Certification, and Accreditation</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CYB 211</td>
<td>Applied Security Part 1</td>
<td>3</td>
<td>This course provides reinforced learning on cybersecurity topics and builds prior network defense courses. Reviewed topics include networking topologies, physical and network security, the tools used to scan, protect and test networks, and protecting wireless transmission encryption.</td>
</tr>
<tr>
<td>CYB 213</td>
<td>Applied Security Part 2</td>
<td>3</td>
<td>This course provides reinforced training on cybersecurity topics. Reviewed topics include Intrusion Detection Systems; network and operating system vulnerabilities; data encryption; client/server system penetration countermeasures; and network policies and procedures.</td>
</tr>
<tr>
<td>CYB 215</td>
<td>Project Cyber Operations</td>
<td>3</td>
<td>This project on Cyber Operations combines and demonstrates the acquired knowledge and skills from preceding policy, operations, compliance and security accreditation courses.</td>
</tr>
<tr>
<td>CYB 225</td>
<td>Linux Fundamentals</td>
<td>3</td>
<td>This is an introductory course on Linux that provides sufficient command of the subject to meet the initial needs of penetration testing.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>CYB 227</td>
<td>Sniffing and Network Analysis</td>
<td>3</td>
<td>This course develops essential skills for network analysis by sniffing packets using a network protocol analyzer.</td>
</tr>
<tr>
<td>CYB 229</td>
<td>Ethical Hacking Part 1</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 231</td>
<td>Ethical Hacking Part 2</td>
<td>3</td>
<td>This course provides training on penetration testing. Introduced topics include Sniffing, Social Engineering, Denial-of-Service, Session Hijacking, Hacking Web servers, and Hacking Web Applications.</td>
</tr>
<tr>
<td>CYB 233</td>
<td>Ethical Hacking Part 3</td>
<td>3</td>
<td>This course provides training on penetration testing. Introduced topics include SQL Injection, Hacking Wireless Networks, Hacking Mobile Platforms, Evading IDS, Firewalls, and Honeypots, Cloud Computing, and Cryptography.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>CYB 235</td>
<td>Project Ethical Hacking</td>
<td>3</td>
<td>This project on Applied Ethical Hacking combines and demonstrates the acquired knowledge and skills from sniffing and penetration testing courses.</td>
</tr>
<tr>
<td>CYB 320</td>
<td>Global Cyber Ethics</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 340</td>
<td>Web and Cloud Computing and Security</td>
<td>3</td>
<td>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 database servers and experiencing first-hand the power of cloud deployment.</td>
</tr>
<tr>
<td>CYB 350</td>
<td>Security Team Participation</td>
<td>3</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>CYB 360</td>
<td>Wireless Security</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 405</td>
<td>Information Systems Governance</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 407</td>
<td>Information Systems Risk Controls and Auditing Management</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 409</td>
<td>Information Systems Leadership, Projects and Operations</td>
<td>3</td>
<td>This course focuses on the application of information security management principles to Security Projects from a Chief Information Security Officer (CISO) point of view.</td>
</tr>
<tr>
<td>CYB 411</td>
<td>Information Systems Core Competencies</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 413</td>
<td>Strategic Planning and Finance</td>
<td>3</td>
<td>This course concentrates on the application of information security management principles, and covers Security Strategic and Financial Planning.</td>
</tr>
<tr>
<td>CYB 415</td>
<td>Project Cybersecurity Policy and Governance</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 425</td>
<td>Security Analyst Procedures and Methodology</td>
<td>3</td>
<td>This course provides training on penetration testing methodologies including Security Analysis, TCP IP Packet Analysis, Pre-penetration Testing Steps, Information Gathering, and Vulnerability Analysis.</td>
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<td>Course Code</td>
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<tr>
<td>CYB 427</td>
<td>Security Analyst Network Threat Testing</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 429</td>
<td>Sec. Analyst Database, Wireless and Cloud Perimeter Testing</td>
<td>3</td>
<td>This course provides training on using penetration testing methodologies on Database, Wireless, Mobile Device and Cloud environments. Students will also learn to analyze post-test results.</td>
</tr>
<tr>
<td>CYB 431</td>
<td>Security Metrics and Testing Security Analysis</td>
<td>3</td>
<td>This course provides training on using penetration testing methodologies associated with Standards and Compliance, Information Systems Security Principles, Incident Handling and Response, and Auditing. Students will also learn to analyze post-test results. Current tools and methodologies are also reviewed.</td>
</tr>
<tr>
<td>CYB 433</td>
<td>Project Pen Testing Plan</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CYB 435</td>
<td>Project Pen Testing Execution and Report</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 445</td>
<td>Risk Assessment</td>
<td>3</td>
<td>This course will focus on proficiency in analyzing security risk and insider threats. Students will also learn how to assess various security incidents such as network security incidents, malicious code incidents, and insider attack threats.</td>
</tr>
<tr>
<td>CYB 447</td>
<td>Insider Threat and Reporting</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 449</td>
<td>Computer Forensics Investigative Process</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CYB 451</td>
<td>Computer Forensics Lab</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>CYB 453</td>
<td>Network, Wireless, Web, Email and Mobile Forensics</td>
<td>3</td>
<td>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, Tracking Emails, Mobile Forensics and Investigative Reports.</td>
</tr>
<tr>
<td>CYB 455</td>
<td>Project Digital Forensics</td>
<td>3</td>
<td>This project on Applied Digital Forensics combines and demonstrates the acquired knowledge and skills from preceding specified courses.</td>
</tr>
<tr>
<td>CYB 490</td>
<td>Capstone Bachelor Design</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>CYB 492</td>
<td>Capstone Bachelor Implementation</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DAT 105</td>
<td>Introduction to Database Concepts/Roles</td>
<td>3</td>
<td>This foundational course provides a historical perspective of database systems and the core concepts needed for any role in database careers.</td>
</tr>
<tr>
<td>DAT 125</td>
<td>Evolving Role of the Database Manager</td>
<td>3</td>
<td>Learn about the major roles of the database manager in organizations. Job tasks for titles such as, Network Administrator, Database Developer, Systems Analyst, Storage Administrator and Database Consultant will be reviewed and compared.</td>
</tr>
<tr>
<td>DAT 205</td>
<td>Communicating across the IT Organization</td>
<td>3</td>
<td>With a focus on IT's responsibilities to work with an entire organization this course focuses on the presentation, negotiation, and communications skills needed to work with all levels of employees.</td>
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<tr>
<td>DAT 210</td>
<td>Data Programming Languages</td>
<td>3</td>
<td>This course covers the three most popular data programming languages: Python, Java, and Ruby. Students will be introduced at a high level to the programming languages as they relate to database design, development, and management.</td>
</tr>
<tr>
<td>DAT 305</td>
<td>Data Structures for Problem Solving</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DAT 315</td>
<td>Database as a Service (DBaaS)</td>
<td>3</td>
<td>This course covers a cloud-based approach to the storage and management of structured data including an overview on how to provision and manage both SQL and NoSQL databases - all from a single console using Database as a Service.</td>
</tr>
<tr>
<td>DAT 330</td>
<td>Advanced Data Visualization Tools</td>
<td>3</td>
<td>This course covers advanced data visualization tools for developers and non-developers.</td>
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<tr>
<td>DAT 350</td>
<td>Analyzing and Mining Data</td>
<td>3</td>
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<td>This course covers data mining techniques for structured and unstructured data. Learn programming techniques and algorithms to transform large quantities of data into usable Business Intelligence (BI).</td>
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<tr>
<td>DAT 376</td>
<td>Data Visualization</td>
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<td>This course covers the history of data visualization. Students learn to use visualization tools and techniques to transform data into images that effectively and accurately represent the data for end users to explore, analyze, and present. Students apply the concepts of data mining to employ pattern creation for consumption and application. This course demonstrates how to communicate through creating effective visualizations that support actionable decisions.</td>
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<tr>
<td>DAT 380</td>
<td>Advanced Database Architecture</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>DAT 390</td>
<td>Database Integration with Other Systems</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>DAT 476</td>
<td>Query Construction for Large Scale Data</td>
<td>3</td>
<td>This course covers query construction for both structured and unstructured data. This course addresses commands, functions and operators used for extracting data from databases.</td>
</tr>
<tr>
<td>DAT 565</td>
<td>DATA ANALYSIS AND BUSINESS ANALYTICS</td>
<td>3</td>
<td>This course will introduce students to data discovery, data analytics, and data visualization with contemporary business tools. Students will learn to differentiate data analytics from statistical analysis and use the power of informatics in shaping decision-making in the modern business context. The course will address analytics as a tool for business process-improvement and present data acquisition and formatting, metric creation, data discovery, and data visualization with real-world examples and exercises for students to work through in class.</td>
</tr>
<tr>
<td>DATCB 565</td>
<td>DATA ANALYSIS AND BUSINESS ANALYTICS</td>
<td>3</td>
<td>This course introduces students to a variety of data analytic solutions. Students will learn how to retrieve real business data and create reports, support business decisions with visual representations of data, manage and improve a business process based on quantitative analysis, analyze long-term trends and patterns in the data, and develop actionable results that drive the business decision-making process. Competency 22: The student will employ statistical methods used in data mining and descriptive and predictive analytics to support actionable business decisions. Competency 23: The student will examine statistical patterns and trends to highlight organizational performance and support organizational strategic planning. Competency 24: The student will analyze business research to drive organizational decision making.</td>
</tr>
<tr>
<td>DBM 280</td>
<td>FUNDAMENTALS OF ACCESS DATABASE</td>
<td>3</td>
<td>This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating and managing a database, creating tables, and building forms. Emphasis is placed on hands-on experience in the installation, design, and debugging of desktop database software.</td>
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<tr>
<td>DBM 294</td>
<td>QUERYING A SQL SERVER</td>
<td>3</td>
<td>This course provides an overview of querying a SQL Server. Emphasis is placed on creating database objects, working and modifying data, and optimizing the database environment.</td>
</tr>
<tr>
<td>DBM 296</td>
<td>ADMINISTERING A SQL SERVER</td>
<td>3</td>
<td>This course provides an introduction to the installation, configuration, support, availability, and recovery of databases. The considerations for database administration when addressing the requirements for user access, security, backup, and recovery will be covered. This course addresses the objectives contained in the Microsoft Certified Solutions Associate (MCSA) for administering a Microsoft® SQL Server® database.</td>
</tr>
<tr>
<td>DBM 298</td>
<td>IMPLEMENTING A DATA WAREHOUSE</td>
<td>3</td>
<td>This course will cover the design and implementation of a data warehouse. Emphasis will be placed on extraction and transformation of data, design of the data control flow, load options SQL Server Integration Services (SSIS) script options, and the establishment, implementation, and maintenance of data quality solutions.</td>
</tr>
<tr>
<td>DBM 380</td>
<td>DATABASE CONCEPTS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>DBM 381</td>
<td>DATABASE CONCEPTS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DBM 384</td>
<td>SPECIAL PURPOSE DATABASES</td>
<td>3</td>
<td>This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.</td>
</tr>
<tr>
<td>DBM 394</td>
<td>Managing the Database Environment</td>
<td>3</td>
<td>This course introduces students to advanced concepts for supporting and managing database environments.</td>
</tr>
<tr>
<td>DBM 398</td>
<td>Implementing a Large Scale Data Warehouse</td>
<td>3</td>
<td>This course will cover the design and implementation of a large scale data warehouse. Emphasis will be placed on extraction and transformation of data, design of the data control flow, load options SQL Server Integration Services (SSIS) script options, and the establishment, implementation, and maintenance of data quality solutions.</td>
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<tr>
<td>DBM 460</td>
<td>ENTERPRISE DATABASE MANAGEMENT SYSTEMS</td>
<td>3</td>
<td>This course covers distributed computing, middleware, and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.</td>
</tr>
<tr>
<td>DBM 502</td>
<td>DATABASE MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DHA 700</td>
<td>INTRODUCTION TO HEALTH ADMINISTRATION IN DOCTORAL STUDY</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DHA 711</td>
<td>ADMINISTRATION OF COMPLEX HEALTH CARE SYSTEMS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>DHA 714</td>
<td>HEALTH CARE MARKETING</td>
<td>3</td>
<td>Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.</td>
</tr>
<tr>
<td>DHA 715</td>
<td>RISK MANAGEMENT IN COMPLEX HEALTH ORGANIZATIONS</td>
<td>3</td>
<td>Managing risk in health care organizations involves strategic resource management to reduce loss, maximize financial stability, and protect assets. Practitioners must have an understanding of insurance and finance principles as well as litigation management within the context of corporate compliance. Students will apply concepts from claims administration, human resource management, and information technology to analyze how integrated resource management promotes operational efficiency, ethical leadership, and employee retention.</td>
</tr>
<tr>
<td>DHA 721</td>
<td>HEALTH CARE ECONOMICS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DHA 722</td>
<td>POLICY AND REGULATION IN HEALTH CARE</td>
<td>3</td>
<td>Contemporary administration requires a thorough understanding of the federal policy and regulatory development process. Students analyze the history of health financing legislation, as well as regulatory implications of both the Medicare and Medicaid programs. This course examines the impact of emerging social, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.</td>
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<tr>
<td>DHA 723</td>
<td>EXECUTIVE INFORMATION SYSTEMS</td>
<td>3</td>
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<td>In this course, students examine clinical and administrative healthcare systems employed by executive leaders and the legislative practices that affect those systems. Specific emphasis is placed on critical systems used to facilitate decision-making, strategic planning, and financial reimbursement. Additionally, students discourse the origins, storage, and use of clinical data in the context of data warehouses, clinical repositories, electronic healthcare records, and big data.</td>
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| DHA 724 | GLOBALIZATION OF HEALTH CARE                     | 3      |
|         | This course focuses on global health care systems with the objective of improving the US health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development. |

| 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. |

<p>| DHA 732 | EVALUATION OF HEALTH CARE PROGRAMS               | 3      |
|         | This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community wide health interventions, and population specific care management programs across a variety of health settings. |</p>
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<tbody>
<tr>
<td>DHA 733</td>
<td>CONTEMPORARY LEADERSHIP ISSUES</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DNP 700</td>
<td>DNP EXPECTATIONS SEMINAR</td>
<td>1</td>
<td>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 School of Advanced Studies' integrated scholar-practitioner-leader model; 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.</td>
</tr>
<tr>
<td>DNP 701</td>
<td>BIOSTATISTICS AND EPIDEMIOLOGY</td>
<td>3</td>
<td>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 statistical concepts, quantitative methodology for advanced evidence-based practice (EBP) in nursing, and statistical utility for decision-making using statistical analysis software to further examine the role of nursing practice related to disease and injury prevention. Additionally, students integrate decision theory and critical analysis through the evaluation of methods, results, and discussion sections of a research report.</td>
</tr>
<tr>
<td>DNP 705</td>
<td>PHILOSOPHY, THEORY, AND SCIENCE FOR NURSING PRACTICE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>DNP 710</td>
<td>EVIDENCE-BASED PRACTICE MEASUREMENT AND CLINICAL INQUIRY</td>
<td>3</td>
<td>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 practice dissertation topic and refine the methodology appropriate for their research question.</td>
</tr>
<tr>
<td>DNP 715</td>
<td>INFORMATION SYSTEMS AND HEALTH CARE DELIVERY TECHNOLOGY</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DNP 725</td>
<td>POLICY AND REGULATION IN HEALTH CARE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DNP 730</td>
<td>ORGANIZATIONAL AND SYSTEMS LEADERSHIP</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>DNP 740</td>
<td>CLINICAL PREVENTION AND POPULATION HEALTH</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DNP 750</td>
<td>DNP APPLIED PROJECT I</td>
<td>3</td>
<td>This course builds upon the foundation established in the first year residency. The outcome of this course will be a precis that articulates a specific goal and plan that will evolve into the student’s DNP Practice Dissertation.</td>
</tr>
<tr>
<td>DNP 751</td>
<td>DNP APPLIED PROJECT II</td>
<td>3</td>
<td>In this course, students engage in the iterative advancement of the DNP practice dissertation 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.</td>
</tr>
<tr>
<td>DNP 752</td>
<td>DNP APPLIED PROJECT III</td>
<td>3</td>
<td>In this course, students will build upon the DNP Practice Dissertation draft created in the third residency. The outcome of this course will be the submission and oral defense of the DNP Practice Dissertation.</td>
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<tr>
<td>DNP 752A</td>
<td>DNP APPLIED PROJECT AND PRACTICUM III</td>
<td>3</td>
<td>In this course, students will build upon the DNP Practice Dissertation draft created in the third residency. The outcome of this course will be the submission and oral defense of the DNP Practice Dissertation.</td>
</tr>
<tr>
<td>DOC 700</td>
<td>DEVELOPING THE DOCTORAL IDENTITY</td>
<td>1</td>
<td>This 5-week foundational course prepares students for the rigors of their program by establishing doctoral-level expectations in the areas of critical reading, writing, thinking, and research. Students explore the College of Doctoral Studies integrated approach to scholarship, practice, and leadership through structured activities and guided discourse while also developing the initiative to become self-directed learners in their intellectual/doctoral journey.</td>
</tr>
<tr>
<td>DOC 705R</td>
<td>CREATIVE AND CRITICAL THINKING</td>
<td>3</td>
<td>This course challenges the student to become a creative scholar, practitioner, leader and problem-solver and to begin the process of personal transformation by questioning assumptions and traditional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations.</td>
</tr>
<tr>
<td>DOC 714S</td>
<td>SYMPOSIUM I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 71S</td>
<td>DOCTORAL SEMINAR I</td>
<td>3</td>
<td>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 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.</td>
</tr>
<tr>
<td>DOC 719S</td>
<td>SYMPOSIUM II</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 720N</td>
<td>PROPOSAL SEMINAR</td>
<td>3</td>
<td>This course will assist students in determining their dissertation topic. Students will work on their own dissertation prospectus as well as discuss the work of the other students in the class. Upon completion of this course, students will develop their problem statement, purpose statement, and determine the most effective methodology to use for their dissertation. At the end of this course, students will have incorporated this information to form their dissertation prospectus.</td>
</tr>
<tr>
<td>DOC 720R</td>
<td>DOCTORAL SEMINAR I</td>
<td>2</td>
<td>DOC/720R is the first step in the formal development of the doctoral dissertation. You will review and clarify problem and purpose statements, create and refine research questions and hypotheses, identify sample populations, research methodologies and data gathering procedures and complete a précis that serves as a framework for the dissertation. The intended impact of the student’s dissertation on society, the discipline, and practitioners will be discussed.</td>
</tr>
<tr>
<td>DOC 721N</td>
<td>PROSPECTUS AND PROPOSAL WORKSHOP</td>
<td>3</td>
<td>This course continues the formal development of the student's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, populations and samples, and the intended contribution of the study to the profession and society. The outcome of this course is Chapter 1 of the dissertation that articulates a specific goal and plan that will evolve into the learner's dissertation.</td>
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<td>DOC 722</td>
<td>DOCTORAL SEMINAR II</td>
<td>3</td>
<td>In this course, students refine the requisite skills necessary to further develop their concept paper into a dissertation proposal. Students expand their work from Second-Year Residency by applying critical analysis to refine the research method, inform the selection of a research design, and to develop a focused literature review.</td>
</tr>
<tr>
<td>DOC 723</td>
<td>DOCTORAL SEMINAR II</td>
<td>3</td>
<td>In this course students refine the requisite skills necessary to further their dissertation concept for review and approval. Students expand their work from Second-Year Residency by applying critical analysis to refine the research method, inform the selection of a research design, and to develop a focused literature review.</td>
</tr>
<tr>
<td>DOC 733</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>DOC 733A</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
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<td>This course is a continuation of DOC/733 for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Students receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
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<tr>
<td>DOC 733B</td>
<td>DOCTORAL DISSERTATION</td>
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<td>This course is a continuation of DOC/733A for students to finalize their dissertation proposals. The chair and committee members will work with the student to re-assess and improve readiness and skill preparation for completion of the dissertation proposal in accordance with standards of ethical research. Enhanced support will be provided to guide students towards completion of the dissertation proposal.</td>
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<td>DOC 733R</td>
<td>DOCTORAL SEMINAR III</td>
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<td>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.</td>
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<td>DOC 734</td>
<td>DOCTORAL PROJECT IV</td>
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<td>This is a chair-guided course for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to assess and improve readiness and skill preparation for completion of the dissertation. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
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<tr>
<td>DOC 734A</td>
<td>DOCTORAL PROJECT IV</td>
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<td>This course is a continuation of DOC/734 for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
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<tr>
<td>DOC 734B</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
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<td>This course is a continuation of DOC/734A for candidates to finalize their dissertation as the significant contribution to the body of knowledge. The candidate prepares and submits the dissertation for University approval and completes the formal oral defense of the dissertation in this course. The chair and committee members will work with the candidate to re-assess and improve readiness and skill preparation for completion of the dissertation. Enhanced support will be provided to guide students towards completion of the dissertation. An approved dissertation is required to complete this class. Candidates receive continued support from chair and committee members to be engaged in communities of scholarship and practice.</td>
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<td>DOC 734R</td>
<td>DOCTORAL SEMINAR IV</td>
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<td>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.</td>
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<td>DOC 735</td>
<td>RESEARCH PROPOSAL</td>
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<td>Students will work toward completing a draft of the dissertation proposal with their dissertation Chair. While working on their proposals, students will discuss ethical issues associated with conducting research with human participants. Students will discuss, at a conceptual level, the dissertation proposal quality review and the Institutional Review Board review processes.</td>
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<tr>
<td>DOC 736A</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 736B</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 736C</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 736IA</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>DOC 736IB</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 736IC</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>This course is a continuation of DOC/736IB, 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.</td>
</tr>
<tr>
<td>DOC 736N1</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 736N2</td>
<td>DISSERTATION I</td>
<td>3</td>
<td>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.</td>
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<td>DOC 736N3</td>
<td>DISSERTATION I</td>
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<td>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.</td>
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<td>DOC 737</td>
<td>DISSERTATION II</td>
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<td>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.</td>
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<tr>
<td>DOC 737I</td>
<td>DISSERTATION II</td>
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<td>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.</td>
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<tr>
<td>DOC 737N</td>
<td>DISSERTATION II</td>
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<td>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.</td>
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<td>DOC 738A</td>
<td>DEFENSE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 738B</td>
<td>DEFENSE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 738C</td>
<td>DEFENSE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 738IA</td>
<td>DISSERTATION DEFENSE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>DOC 738N3</td>
<td>DEFENSE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 740R</td>
<td>ANNUAL RENEWAL RESIDENCY</td>
<td>0</td>
<td>This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/733 and DOC/734. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.</td>
</tr>
<tr>
<td>DOC 741</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 741A</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>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.</td>
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<td>DOC 741B</td>
<td>DOCTORAL DISSERTATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 741R</td>
<td>ANNUAL RENEWAL RESIDENCY</td>
<td>2</td>
<td>This 3-day renewal residency is designed to support students at various stages of dissertation development. Students engage in structured reflective activities with personalized faculty guidance to develop strategies focused on advancing the doctoral dissertation toward completion. Competencies: Analyze the current state of the dissertation to identify any barriers, opportunities, or points of uncertainty. Integrate feedback to advance the doctoral dissertation toward completion. Develop a strategic plan to facilitate dissertation completion and submission.</td>
</tr>
<tr>
<td>DOC 742</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 742A</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>DOC 742B</td>
<td>DOCTORAL PROJECT IV</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 787</td>
<td>CONCEPT CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 788</td>
<td>CONCEPT CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 887</td>
<td>DISSERTATION CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
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<tr>
<td>DOC 888</td>
<td>DISSERTATION CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 889</td>
<td>DISSERTATION CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 890</td>
<td>DISSERTATION CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 891</td>
<td>DISSERTATION CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>DOC 892</td>
<td>DISSEPTION CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 893</td>
<td>DISSEPTION CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>This 1-week dissertation continuation course is designed to facilitate student submission of the dissertation proposal to Quality Review Methods (QRM).</td>
</tr>
<tr>
<td>DOC 987</td>
<td>PROJECT CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 988</td>
<td>PROJECT CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>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.</td>
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<tr>
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<td>PROJECT CONTINUING ENROLLMENT I</td>
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<td>DOC 990</td>
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</tr>
<tr>
<td>DOC 992</td>
<td>PROJECT CONTINUING ENROLLMENT II</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>DOC 993</td>
<td>DISSERTATION CONTINUING ENROLLMENT I</td>
<td>0</td>
<td>This 1-week dissertation continuation course is designed to facilitate student completion of the doctoral dissertation requirements, including submission to Quality Review Final (QRF) and delivery of the oral defense.</td>
</tr>
<tr>
<td>DOC 994</td>
<td>Dissertation Continuing Enrollment</td>
<td>0</td>
<td>In this course, students will conduct the oral defense of their dissertation.</td>
</tr>
<tr>
<td>DOC 995</td>
<td>Dissertation Continuing Enrollment</td>
<td>0</td>
<td>In this course, students will conduct the oral defense of their dissertation.</td>
</tr>
<tr>
<td>DOC 996</td>
<td>Dissertation Continuing Enrollment</td>
<td>0</td>
<td>In this course, students will conduct the oral defense of their dissertation.</td>
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<tr>
<td>DOC 999</td>
<td>DOCTORAL DISSERTATION REVIEW FACULTY</td>
<td>0</td>
<td>Test course for doctoral dissertation review faculty.</td>
</tr>
<tr>
<td>DSC 101</td>
<td>INTRODUCTION TO DATA SCIENCE</td>
<td>3</td>
<td>This course surveys potential industries for data scientists. Students gain an overview of how to mine, analyze, and present large sets of data. This course also sets proper expectations for the mathematics, statistics, and computer science requirements needed to be successful in the Bachelor of Science in Data Science.</td>
</tr>
<tr>
<td>DSC 330</td>
<td>DATA COMMUNICATION AND VISUALIZATION FOR BUSINESS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 205</td>
<td>DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS</td>
<td>3</td>
<td>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.</td>
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<tr>
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<tr>
<td>ECE 206</td>
<td>CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 207</td>
<td>ASSESSMENT IN EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 510</td>
<td>Effective Instruction for Early Childhood Education</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECE 511</td>
<td>Language and Literacy Methods in Early Childhood Education</td>
<td>3</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.
<table>
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<tr>
<th>Course Code</th>
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<th>Description</th>
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<tbody>
<tr>
<td>ECH 211</td>
<td>INSTRUCTIONAL STRATEGIES FOR EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECH 300</td>
<td>ORIENTATION TO EARLY CHILDHOOD EDUCATION</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>ECH 301</td>
<td>FOUNDATIONS OF EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
<td>This course provides an overview of early childhood education for children, birth through age 8. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally-effective learning experiences throughout early childhood programs.</td>
</tr>
<tr>
<td>ECH 302</td>
<td>EXCEPTIONALITIES OF THE YOUNG CHILD</td>
<td>3</td>
<td>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.</td>
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<td>Course Code</td>
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<tr>
<td>ECH 321</td>
<td>DEVELOPMENTALLY-EFFECTIVE LEARNING ENVIRONMENTS</td>
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<td></td>
<td>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.</td>
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<tr>
<td>ECH 390</td>
<td>EARLY CHILDHOOD STUDENT TEACHING SEMINAR</td>
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<td>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.</td>
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<tr>
<td>ECH 400</td>
<td>ASSESSMENT AND EVALUATION IN EARLY CHILDHOOD</td>
<td>3</td>
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<td>This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age 8.</td>
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<tr>
<td>ECH 416</td>
<td>METHODS OF TEACHING IN EARLY CHILDHOOD: MATHEMATICS</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>ECH 418</td>
<td>COMMUNITY AND FAMILY ENGAGEMENT</td>
<td>3</td>
<td>This course focuses on establishing and maintaining collaborative relationships among families, early childhood learning environments, and communities to support student development and achievement. Candidates explore and discuss issues related to family diversity, relationship building, and community involvement. Emphasis will be placed on creating positive family and community engagement as well as strengthening the connection between home and school.</td>
</tr>
<tr>
<td>ECH 420</td>
<td>METHODS OF TEACHING IN EARLY CHILDHOOD: SCIENCE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ECH 430</td>
<td>METHODS OF TEACHING IN EARLY CHILDHOOD: SOCIAL STUDIES</td>
<td>3</td>
<td>This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age 8). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally-effective teaching and assessment of the content area is provided.</td>
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<tr>
<td>ECH 435</td>
<td>METHODS OF TEACHING IN EARLY CHILDHOOD: ARTS AND MUSIC</td>
<td>3</td>
<td>This course focuses on understanding and using the visual and performing arts to promote growth and development in early childhood education. Emphasis is placed on developmentally-effective practices and integration of art, music, dance, and drama across the curriculum. Assessment, modifications, accommodations, culture, and family involvement through the arts are also explored. A foundation of effective teaching strategies and best practices in early childhood education are provided.</td>
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<tr>
<td>ECH 498</td>
<td>EARLY CHILDHOOD STUDENT TEACHING (BIRTH-PRESCHOOL)</td>
<td>4</td>
<td>This course emphasizes the practical application of early childhood educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.</td>
</tr>
<tr>
<td>ECH 499</td>
<td>EARLY CHILDHOOD STUDENT TEACHING (K THROUGH AGE 8/GRADE 3)</td>
<td>4</td>
<td>This course will focus on the design and implementation of the Kindergarten through Age 8 or through Grade 3 Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on Kindergarten through Age 8 or through Grade 3 student teaching experiences.</td>
</tr>
<tr>
<td>ECO 365</td>
<td>PRINCIPLES OF MICROECONOMICS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ECO 365T</td>
<td>PRINCIPLES OF MICROECONOMICS</td>
<td>3</td>
<td>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.</td>
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<td>Course Code</td>
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<td>ECO 370</td>
<td>ENVIRONMENTAL ECONOMICS</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>ECO 372</td>
<td>PRINCIPLES OF MACROECONOMICS</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>ECO 372T</td>
<td>PRINCIPLES OF MACROECONOMICS</td>
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<tr>
<td></td>
<td>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.</td>
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<td>ECO 535</td>
<td>THE DIGITAL ECONOMY</td>
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<td>This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems.</td>
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<tr>
<td>ECO 561</td>
<td>ECONOMICS</td>
<td>3</td>
<td>This course applies economic concepts to make management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.</td>
</tr>
<tr>
<td>ECO 561T</td>
<td>ECONOMICS</td>
<td>3</td>
<td>This course applies economic concepts to make management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.</td>
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<tr>
<td>ECOCB 535</td>
<td>THE DIGITAL ECONOMY</td>
<td>3</td>
<td>This course will emphasize the importance of economic theories in the context of digital transformation. Students will learn a fundamental understanding of how to approach business problems related to digitalization within the world economy. Students will apply and discuss economic theories and how they can help to analyze, understand, and solve business problems. Competency 10: The student will assess the effects of market structure on competition, production, and pricing. Competency 11: The student will analyze the relationships between government, business, consumer practices, and economic conditions. Competency 12: The student will evaluate economic theories and policies related to international trade and global business practices.</td>
</tr>
<tr>
<td>EDD 700</td>
<td>INTRODUCTION TO EDUCATION ADMINISTRATION IN DOCTORAL STUDY</td>
<td>3</td>
<td>The course provides an introduction to education administration for doctoral students entering the Doctor of Education program who do not have prior academic experience in this area.</td>
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<tr>
<td>EDD 711</td>
<td>SOCIAL CONTEXTS AND CONTEMPORARY ISSUES</td>
<td>3</td>
<td>This course focuses on the historical concepts, demographic trends and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.</td>
</tr>
<tr>
<td>EDD 712</td>
<td>LEADERSHIP IN CONTEMPORARY ORGANIZATIONS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDD 713</td>
<td>LIFELONG LEARNING: LEADERSHIP IN THE EDUCATIONAL CONTINUUM</td>
<td>3</td>
<td>The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, and specifically, adult learning, are examined. The role that P-12 education, higher education, corporate education/training and the military play in instilling a belief in lifelong learning is of focus.</td>
</tr>
<tr>
<td>EDD 714</td>
<td>COMPARATIVE MODELS OF EDUCATIONAL ENVIRONMENTS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EDD 721</td>
<td>PLANNING AND LEADING CHANGE</td>
<td>3</td>
<td>This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.</td>
</tr>
<tr>
<td>EDD 722</td>
<td>THE LEGAL CONTEXT OF EDUCATION</td>
<td>3</td>
<td>In this course, students examine existing and emerging legal contexts that govern American education systems. Weekly topics provide a progressive exploration of foundational sources of law that impact education—from The Constitution of the United States to landmark legal cases—to affirm the legal rights and responsibilities of educators and students. Other course topics establish a platform to assess the legalities of educational governance and leadership in addition to emerging and contemporary legal issues.</td>
</tr>
<tr>
<td>EDD 723</td>
<td>ETHICS AND VALUES IN LEARNING ORGANIZATIONS</td>
<td>3</td>
<td>The ethics and values-based decisions that learning organizations are faced with are explored in-depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.</td>
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<tr>
<td>EDD 724</td>
<td>INSTRUCTIONAL LEADERSHIP</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EDD 731</td>
<td>THE ECONOMICS OF EDUCATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDD 732</td>
<td>CONTEMPORARY POLICY ANALYSIS AND DEVELOPMENT</td>
<td>3</td>
<td>This course provides an overview of contemporary education policy analysis and development. The federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.</td>
</tr>
<tr>
<td>EDD 733</td>
<td>EVALUATION AND ASSESSMENT METHODS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDS 799</td>
<td>EDUCATIONAL SPECIALIST CAPSTONE</td>
<td>3</td>
<td>The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course, learners will complete a reflective self-assessment of their learning throughout the program.</td>
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<td>EDT 711</td>
<td>EDUCATIONAL TECHNOLOGY RESEARCH</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDT 721</td>
<td>INSTRUCTIONAL DESIGN</td>
<td>3</td>
<td>This course is designed to examine the foundations and development of instructional design principles and the learning theories that have impacted the field. Students will explore models and processes applicable to training and learning environments. Students will also examine emerging trends, issues, and the use of technology in instructional design.</td>
</tr>
<tr>
<td>EDT 722</td>
<td>DISTANCE LEARNING</td>
<td>3</td>
<td>This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.</td>
</tr>
<tr>
<td>EDT 723</td>
<td>INSTRUCTIONAL MEDIA AND DESIGN TECHNIQUES</td>
<td>3</td>
<td>This course examines various types of electronic media used in the development of instructional design projects. Students explore the principles of instructional media design and their applications in content delivery, differentiating instruction, improving student engagement, and enhancing student learning. An emphasis is placed on identifying appropriate media formats and technologies that are purposeful in facilitating learning in multiple environments.</td>
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<tr>
<td>EDT 731</td>
<td>SYSTEM ANALYSIS AND DESIGN</td>
<td>3</td>
<td>This course follows the phases of planning, needs analysis, design, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider technology selection, vendor selection, organizational constraints, maintenance, and enhancements in an effort to address present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.</td>
</tr>
<tr>
<td>EDT 732</td>
<td>INTEGRATING TECHNOLOGY AND CURRICULUM</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDT 733</td>
<td>TECHNOLOGY LEADERSHIP</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EDU 101</td>
<td>FOUNDATIONS OF EDUCATION</td>
<td>3</td>
<td>In this course, learners are introduced to the foundations of education. Topics include the history of education, philosophical perspectives, and societal trends that change education. Learners will explore the characteristics of 21st century students and the use of technology in the classroom. In addition, learners will reflect on reasons for working in the educational setting and create a personal philosophy of education.</td>
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<tr>
<td>EDU 105</td>
<td>DIVERSITY IN EDUCATIONAL SETTINGS</td>
<td>3</td>
<td>This course focuses on developing an understanding of multicultural diversity concepts in education and implications for learning and instruction. Learners will examine the relationship of cultural values on the formation of self-concept and learning styles. Learners will also explore the scope of diversity prevalent in classrooms today and the role of prejudice, biases, assumptions, stereotyping, and cultural inequalities in education. Learners will connect these perspectives to instructional strategies that contribute to creating culturally responsive classrooms.</td>
</tr>
<tr>
<td>EDU 200</td>
<td>INTRODUCTION TO ASSESSMENT</td>
<td>3</td>
<td>In this course, learners are introduced to the role of assessment in education. The purpose and types of assessment are identified, including appropriate components in assessment planning. Formative assessment for learning and summative assessment of learning will be examined. Students will also explore the topics of feedback and grading.</td>
</tr>
<tr>
<td>EDU 215</td>
<td>ETHICS AND SOCIAL RESPONSIBILITY IN EDUCATION</td>
<td>3</td>
<td>This course introduces learners to the concepts of ethical reasoning and professional ethics in teaching. Learners will explore how their personal values and dispositions—whether inherited through culture and tradition or consciously adopted—interact with professional codes of ethics and ethical decision-making. Learners will examine ethical theories and the function of ethics in teaching. Ethical dilemmas in the education workplace will also be investigated.</td>
</tr>
<tr>
<td>EDU 300</td>
<td>ORIENTATION TO TEACHER EDUCATION</td>
<td>0</td>
<td>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.</td>
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<tr>
<td>EDU 300CA</td>
<td>ORIENTATION TO TEACHER EDUCATION</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 301</td>
<td>FOUNDATIONS OF EDUCATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 301CA</td>
<td>FOUNDATIONS OF EDUCATION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 305</td>
<td>CHILD DEVELOPMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EDU 305CA</td>
<td>CHILD DEVELOPMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 311</td>
<td>MODELS AND THEORIES OF INSTRUCTION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 311CA</td>
<td>MODELS AND THEORIES OF INSTRUCTION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 315</td>
<td>LEGAL &amp; ETHICAL ISSUES IN EDUCATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EDU 321</td>
<td>CLASSROOM MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 321CA</td>
<td>CLASSROOM MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDU 390</td>
<td>ELEMENTARY EDUCATION SEMINAR</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 519</td>
<td>FOUNDATIONS OF EDUCATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EDUC 521</td>
<td>CLASSROOM MANAGEMENT FOR EDUCATORS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 522</td>
<td>CURRICULUM DEVELOPMENT AND INSTRUCTION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 523</td>
<td>MIDDLE SCHOOL CURRICULUM DEVELOPMENT AND INSTRUCTION</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 524</td>
<td>Assessment and Evaluation for Educators</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EDUC 525</td>
<td>Theories of Growing and Learning</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 526</td>
<td>Overview of Adolescent Psychology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 527</td>
<td>TEACHING CRITICAL THINKING SKILLS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 528</td>
<td>Communication Strategies for Educators</td>
<td>3</td>
<td>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.</td>
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<td>EDUC 545</td>
<td>FAMILY ENGAGEMENT AND COMMUNITY INVOLVEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDUC 548</td>
<td>Coaching and Mentoring</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EED 400</td>
<td>ASSESSMENT IN ELEMENTARY EDUCATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EED 416</td>
<td>ELEMENTARY METHODS: MATHEMATICS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EED 420</td>
<td>ELEMENTARY METHODS - SCIENCE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EED 425</td>
<td>ELEMENTARY METHODS - HEALTH/PE</td>
<td>3</td>
<td>This course provides an overview of the health and physical education state and national standards and provides a context for how standards are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored. In addition, teacher candidates will examine strategies for promoting the goal of life-long health and an understanding of human movement.</td>
</tr>
<tr>
<td>EED 430</td>
<td>ELEMENTARY METHODS - SOCIAL STUDIES</td>
<td>3</td>
<td>This course provides a context for teaching and assessing students in elementary social studies. Teacher candidates will explore the purpose and place for social studies instruction, analyze and apply content standards, and examine methodologies and resources for teaching social studies. In addition, teacher candidates will develop student-centered instruction to meet the needs of culturally, academically, and linguistically diverse students. The course focuses on strategies for developing students' critical thinking skills and integrating social studies with other disciplines.</td>
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<tr>
<td>EED 435</td>
<td>ELEMENTARY METHODS - FINE ARTS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EED 436CA</td>
<td>ELEMENTARY METHODS: SOCIAL SCIENCE AND FINE ARTS</td>
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<td>This course defines and provides a context for</td>
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<td>teaching and assessing students in the area of</td>
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<td>social science and visual and performing arts.</td>
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<td>Participants will explore state and national</td>
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<td>standards, student engagement and motivational</td>
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<td></td>
<td>techniques, and instruction and assessment</td>
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<td></td>
<td>methods. An emphasis is placed on interdisciplinary</td>
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<td></td>
<td>practices and the integration of social science</td>
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<td></td>
<td>and visual or performing arts into other content</td>
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<td></td>
<td>areas. The course also investigates the use of</td>
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<td></td>
<td>technology and community involvement in the</td>
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<td></td>
<td>social science and visual and performing</td>
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<td></td>
<td>arts classrooms.</td>
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<td>EED 438CA</td>
<td>ELEMENTARY METHODS: MATHEMATICS AND SCIENCE</td>
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<td></td>
<td>This course focuses on methodology and assessment</td>
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<td>strategies that enhance instruction in</td>
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<td>mathematics and science. Integrated content,</td>
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<td>interdisciplinary teaching, classroom management,</td>
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<td></td>
<td>and curriculum and assessment issues are</td>
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<td>emphasized. Multiple perspectives of students</td>
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<td></td>
<td>as learners of math and science, along with</td>
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<td>current research on pedagogy, are explored.</td>
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<td>Students are provided the opportunity to develop</td>
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<td>the ability to evaluate and apply</td>
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<td>instructional methods, curricular materials and</td>
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<td>resources, and appropriate assessment strategies.</td>
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<td>EED 444</td>
<td>ELEMENTARY METHODS - INTEGRATION OF HAWAIIAN</td>
<td>3</td>
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<td>STUDIES</td>
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<td>This course focuses on the pedagogy and assessment</td>
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<td>strategies that enhance student learning of</td>
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<td>Hawaiian studies. Instructional approaches for</td>
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<td>the Hawaiian Studies content area within the</td>
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<td>framework of an integrated curriculum are</td>
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<td>explored, including the use of critical thinking</td>
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<td>and study skills. Methods for integrating</td>
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<td>Hawaiian history, cultural values, and Hawaiian</td>
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<td>heritage are emphasized. This course provides</td>
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<td></td>
<td>students with an opportunity to develop the</td>
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<td></td>
<td>ability to create performance-based activities</td>
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<td>and assessments, culturally-sensitive</td>
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<td>instructional methods, curricular materials and</td>
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<td></td>
<td>resources, and appropriate assessment strategies.</td>
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<td>Students develop a variety of data-collection</td>
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<td>tools designed to assess student learning.</td>
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<td>EED 491CA</td>
<td>ELEMENTARY CLINICAL PRACTICE A</td>
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<td></td>
<td>This course emphasizes the practical application</td>
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<td>of educational theories and methods. Candidates</td>
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<td>focus on the following topics: school culture,</td>
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<td>academic language, lesson planning, and</td>
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<td>instruction. The course provides a forum for</td>
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<td>open discussion and problem solving based on</td>
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<td>classroom experiences and the ability to use</td>
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<td></td>
<td>and apply Teaching Performance Expectations.</td>
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<td></td>
<td>Teacher candidates begin preparing their teacher</td>
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<td>performance assessment submission.</td>
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<tr>
<td>EED 492CA</td>
<td>ELEM. CLINICAL PRACTICE B</td>
<td>4</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: student engagement, assessment, the learning environment, and preparing for a teaching position. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates will complete and submit their teacher performance assessment submission.</td>
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<tr>
<td>EED 496</td>
<td>STUDENT TEACHING</td>
<td>8</td>
<td>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 Tasks 1, 2, and 3 of the teacher performance assessment.</td>
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<tr>
<td>EED 498</td>
<td>ELEM. STUDENT TEACHING, SEMINAR I</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>EED 498CA</td>
<td>ELEM. STUDENT TEACHING, SEMINAR I</td>
<td>4</td>
<td>This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.</td>
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<tr>
<td>EED 499</td>
<td>ELEMENTARY STUDENT TEACHING, SEMINAR II</td>
<td>4</td>
<td>This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.</td>
</tr>
<tr>
<td>EED 499CA</td>
<td>ELEMENTARY STUDENT TEACHING: SEMINAR II</td>
<td>4</td>
<td>This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.</td>
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<tr>
<td>ELEC 710</td>
<td>PHD/HEA ELECTIVE</td>
<td>3</td>
<td>Elective courses for the Online Extended Studies in the PhD/HEA 001 program.</td>
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<tr>
<td>ELEC 711</td>
<td>PHD/HEA ELECTIVE</td>
<td>3</td>
<td>Elective courses for the Online Extended Studies in the PhD/HEA 001 program.</td>
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<td>ELEC 712</td>
<td>Elective courses for the Online Extended Studies</td>
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<td>in the PhD/HEA 001 program.</td>
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<td>ELEC 713</td>
<td>Elective course for PHD I/O program: PSYCH/780</td>
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<td>or PSYCH/790.</td>
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<td>ELEC 714</td>
<td>Placeholder for elective courses in the DHA</td>
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<td>program.</td>
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<td>ELEC 725</td>
<td>DOCTORAL EXTENSION</td>
<td>3</td>
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<td>DOCTORAL EXTENSION</td>
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<tr>
<td>ELL 300</td>
<td>INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ELL 500</td>
<td>INSTRUCTIONAL METHODS FOR ENGLISH LANGUAGE LEARNERS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ELM 532</td>
<td>Creating an Effective Learning Environment</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ELM 533</td>
<td>Instruction and Assessment for Diverse Learners</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ELM 534</td>
<td>Elements of Literacy Content and Curricular Knowledge</td>
<td>3</td>
<td>This course focuses on the most current research, theory, and methods of literacy instruction. Teacher candidates will enhance content knowledge of phonics, phonemic awareness, fluency, comprehension, and vocabulary. Candidates will assess learners' background knowledge in literacy to develop differentiated instruction.</td>
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<tr>
<td>ELM 535</td>
<td>Application of Research-Based Literacy Instruction</td>
<td>3</td>
<td>This course focuses on the instructional approaches for literacy within the framework of an integrated curriculum. Teacher candidates will apply research-based instructional and assessment techniques to meet the needs of all learners. Candidates will apply interdisciplinary teaching strategies to develop a variety of writing styles, reading methods, and critical thinking skills in their learners.</td>
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<tr>
<td>ELM 536</td>
<td>Social Studies Content and Curricular Knowledge</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ELM 537</td>
<td>Science Content and Curricular Knowledge</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ELM 538</td>
<td>Mathematics Content and Curricular Knowledge</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ELM 539</td>
<td>PHYSICAL EDUCATION/HEALTH CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>2</td>
<td>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.</td>
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<tr>
<td>ELM 545</td>
<td>ELEMENTARY CLINICAL PRACTICE</td>
<td>3</td>
<td>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 Tasks 1, 2, and 3 of the teacher performance assessment.</td>
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<tr>
<td>ELM 583</td>
<td>Elementary Clinical Practice</td>
<td>3</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, 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 classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.</td>
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<tr>
<td>ELM 586</td>
<td>ELEMENTARY CLINICAL PRACTICE A</td>
<td>3</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture, academic language, lesson planning, and instruction. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.</td>
</tr>
<tr>
<td>ELM 587</td>
<td>ELEMENTARY CLINICAL PRACTICE B</td>
<td>3</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: student engagement, assessment, the learning environment, and preparing for a teaching position. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.</td>
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<tr>
<td>ELM 590</td>
<td>ELEMENTARY STUDENT TEACHING PART A</td>
<td>4</td>
<td>This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.</td>
</tr>
<tr>
<td>ELM 595</td>
<td>ELEMENTARY STUDENT TEACHING PART B</td>
<td>4</td>
<td>This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.</td>
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<tr>
<td>ELM 598</td>
<td>ELEMENTARY STUDENT TEACHING PART A</td>
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<td>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.</td>
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<td>ELM 599</td>
<td>ELEMENTARY STUDENT TEACHING PART B</td>
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<td>This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.</td>
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<td>EMC 310</td>
<td>PRINCIPLES OF EMERGENCY MANAGEMENT</td>
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<td>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.</td>
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<td>EMC 320</td>
<td>EMERGENCY PREPAREDNESS AND PLANNING</td>
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<td>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.</td>
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<td>EMC 330</td>
<td>POLITICAL AND POLICY ISSUES FOR EMERGENCY MANAGEMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EMC 340</td>
<td>EMERGENCY SERVICES AND THE COMMUNITY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>EMC 350</td>
<td>MANAGING EMERGENCY RESPONSE OPERATIONS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ENG 100</td>
<td>CRITICAL READING AND COMPOSITION</td>
<td>3</td>
<td>This course develops the reading, writing and critical thinking skills that are essential for academic and life success.</td>
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<td>ENG 106</td>
<td>SURVEY OF LITERARY MASTERPIECES</td>
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<td><strong>This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.</strong></td>
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<tr>
<td>ENG 125</td>
<td>LITERATURE IN SOCIETY</td>
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<td><strong>This course introduces themes in literature and provides guided study and practice in reflecting on themes which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students study the literature in thematic units and are asked to make connections to their own lives and cultures.</strong></td>
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<td>ENG 135</td>
<td>ESSENTIALS OF CONTEMPORARY COMMUNICATION</td>
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<td><strong>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.</strong></td>
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<td>ENG 157</td>
<td>MULTICULTURAL LITERATURE</td>
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<td><strong>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.</strong></td>
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<tr>
<td>ENG 200</td>
<td>RHETORIC AND RESEARCH</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ENG 222</td>
<td>INTRODUCTION TO TECHNICAL WRITING</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ENG 230</td>
<td>MECHANICS OF WRITING</td>
<td>3</td>
<td>This course provides an overview of the mechanics of American English grammar as it applies to academic reading and writing.</td>
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<tr>
<td>ENG 240</td>
<td>INTRODUCTION TO CREATIVE WRITING</td>
<td>3</td>
<td>This course provides a foundation in writing creative fiction and nonfiction works. Students will be expected to produce original creative writings.</td>
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<tr>
<td>ENG 260</td>
<td>FOLKLORE AND FAIRYTALES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ENG 265</td>
<td>THE SHORT STORY</td>
<td>3</td>
<td>This course examines the short story through notable works and writers.</td>
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<tr>
<td>ENG 270</td>
<td>LITERARY INTERPRETATION AND ANALYSIS</td>
<td>3</td>
<td>This course introduces students to the practice of literary analysis through reading and interpretation of major works. Students will discuss forms and theories as a foundation on which to build analytical skills.</td>
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<tr>
<td>ENG 280</td>
<td>RHETORIC AND CRITICAL THINKING</td>
<td>3</td>
<td>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.</td>
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<td>ENG 295</td>
<td>CHILDREN'S LITERATURE</td>
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<td>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.</td>
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<td>ENG 301</td>
<td>AMERICAN ETHNIC LITERATURE</td>
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<td>This course will survey the literature of the major ethnic groups in the United States (African Americans, Native Americans, Hispanics/Latinos, and Asian Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.</td>
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<td>ENG 313</td>
<td>WRITING PROPOSALS</td>
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<td>This is a one-credit course that introduces students to approaches for developing winning proposals. This course may focus on proposal development processes rather than writing and technical issues.</td>
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<td>ENG 340</td>
<td>CREATIVE WRITING</td>
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<td>This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.</td>
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<tr>
<td>ENG 380</td>
<td>APPLIED LINGUISTICS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ENG 437</td>
<td>LITERARY GENRES ACROSS CULTURES</td>
<td>3</td>
<td>This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping and make connections between the literature and their lives.</td>
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<tr>
<td>ENG 437CA</td>
<td>LITERARY GENRES ACROSS CULTURES</td>
<td>3</td>
<td>This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.</td>
</tr>
<tr>
<td>ENG 480</td>
<td>APPLIED RHETORIC</td>
<td>3</td>
<td>This is the capstone course for English majors. Through applied rhetoric, students will apply various concepts to their own studies and writing, and to written works from multiple genres and disciplines.</td>
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<tr>
<td>ENG 491</td>
<td>AMERICAN LITERATURE TO 1860</td>
<td>3</td>
<td>This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, Native American mythology, slave narratives, political and social writings, and poetry will be read and discussed.</td>
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<tr>
<td>ENG 493</td>
<td>ENGLISH LITERATURE TO 1800</td>
<td>3</td>
<td>This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored.</td>
</tr>
<tr>
<td>ENG 494</td>
<td>ENGLISH LITERATURE SINCE 1800</td>
<td>3</td>
<td>This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored.</td>
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<tr>
<td>ENG 495</td>
<td>ADVANCED CREATIVE WRITING</td>
<td>3</td>
<td>This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one-act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers’ workshop will be an integral component of this course.</td>
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<tr>
<td>ENGPROF 01</td>
<td>ENGLISH COMPOSITION PROFICIENCY COURSE</td>
<td>0</td>
<td>This proficiency exam, which is a zero credit-bearing course, can be used to fulfill the English Composition Proficiency requirement most commonly satisfied by ENG/220, COMM/215 or comparable coursework. To earn a passing grade, a student must receive a score of 60% or better. This is a pass/fail course.</td>
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<tr>
<td>ENT 527</td>
<td>OPPORTUNITY ASSESSMENT AND INNOVATION</td>
<td>3</td>
<td>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 intrapreneurship, and a social entrepreneurship. Students will learn the process of initiating an entrepreneurial venture through the creative pursuit of ideas.</td>
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<tr>
<td>ENT 586</td>
<td>INFORMATIONAL TECHNOLOGY FOR ENTREPRENEURS AND LEADERS</td>
<td>3</td>
<td>Value is the seminal construct of a business proposition, yet it remains difficult to define and is subject to constant repositioning by industry and society. This course will examine the essence of changes in business value propositions and how technology plays an important role in today's business environment. The course will explore how innovation and the business cycle are linked by technology developments and how successful businesses across industry segments have been able to use innovation as a means to differentiate themselves while lowering costs.</td>
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<tr>
<td>ENT 588</td>
<td>INNOVATION AND DESIGN: CAPSTONE PROJECT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ENV 100T</td>
<td>PRINCIPLES OF ENVIRONMENTAL SCIENCE</td>
<td>3</td>
<td>This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.</td>
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<tr>
<td>ENV 310</td>
<td>ENVIRONMENTAL MANAGEMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ENV 315</td>
<td>GLOBAL CHANGE</td>
<td>3</td>
<td>This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.</td>
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<tr>
<td>ENV 320</td>
<td>ENVIRONMENTAL LAW</td>
<td>3</td>
<td>This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.</td>
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<td>Course Code</td>
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<td>ENV 340</td>
<td>ENERGY AND THE ENVIRONMENT</td>
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<td>This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.</td>
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<td>ENV 410</td>
<td>ENVIRONMENTAL TOXICOLOGY</td>
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<td>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.</td>
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<td>ENV 420</td>
<td>ENVIRONMENTAL RISK ASSESSMENT</td>
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<td>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.</td>
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<td>ENV 430</td>
<td>ENVIRONMENTAL TECHNOLOGY</td>
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<td>ENV 431</td>
<td>PUBLIC POLICY ANALYSIS</td>
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<td>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.</td>
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<td>ESL 300</td>
<td>TEACHING ENGLISH LANGUAGE LEARNERS</td>
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<td>This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.</td>
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<td>ETH 120</td>
<td>CULTURAL DIVERSITY IN THE UNITED STATES</td>
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<td>This course is designed to educate students about issues of race, ethnicity, gender, disability and other diversity issues in the United States.</td>
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<td>ETH 316</td>
<td>ETHICS AND SOCIAL RESPONSIBILITY</td>
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<td>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.</td>
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<td>ETH 321</td>
<td>ETHICAL AND LEGAL TOPICS IN BUSINESS</td>
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<td>This course provides students with an overview of</td>
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<td>the legal, ethical, and related statutory and</td>
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<td>regulatory environment in which businesses,</td>
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<td>organizations, and individuals within them</td>
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<td>function. After completion of this course,</td>
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<td>students will be able to understand the general</td>
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<td>structure of the court systems in the United</td>
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<td>States, describe the alternative means of</td>
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<td>resolving disputes and their respective</td>
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<td>advantages and disadvantages, evaluate the</td>
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<td>frameworks for regulatory compliance and</td>
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<td>corporate social responsibility, examine the</td>
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<td>principle areas of business law, and understand</td>
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<td></td>
<td>intellectual property rights.</td>
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<td>ETH 321T</td>
<td>ETHICAL AND LEGAL TOPICS IN BUSINESS</td>
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<td>This course provides students with an overview of</td>
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<td>regulatory environment in which businesses,</td>
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<td>organizations, and individuals within them</td>
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<td>advantages and disadvantages, evaluate the</td>
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<td>corporate social responsibility, examine the</td>
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<td>principle areas of business law, and understand</td>
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<td>intellectual property rights.</td>
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<td>ETH 328</td>
<td>DATA ETHICS AND SECURITY</td>
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<td>This course provides students with an overview of</td>
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<td></td>
<td>the legal and ethical implications of data.</td>
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<td>Students will examine the legal and ethical</td>
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<td>issues that must be considered throughout the</td>
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<td>lifecycle of data analytics including</td>
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<td>collection, storage, analysis and</td>
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<td>presentation. Other topics include,</td>
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<td>privacy, security, classification, and</td>
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<td>discrimination. After completion of this course,</td>
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<td>students will be able to understand the legal</td>
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<td>and ethical considerations that are necessary</td>
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<td>when utilizing particular types of data,</td>
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<td></td>
<td>collection methods, and analysis techniques.</td>
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<td>ETH 557</td>
<td>ACCOUNTING ETHICS</td>
<td>3</td>
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<td>In this course, students focus on core values of</td>
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<td>the accounting profession such as ethical</td>
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<td>reasoning, integrity, objectivity, and</td>
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<td>independence. Topics include economics, price</td>
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<td>and consumer behavior, business and accounting</td>
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<td>issues, ethics and information technology, and</td>
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<td>professional standards.</td>
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<td>EXAM 799</td>
<td>COMPREHENSIVE EXAMINATION</td>
<td>1</td>
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<td>FIN 366</td>
<td>FINANCIAL INSTITUTIONS</td>
<td>3</td>
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<td>FIN 370</td>
<td>FINANCE FOR BUSINESS</td>
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<td>FIN 370T</td>
<td>FINANCE FOR BUSINESS</td>
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The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy. Doctor of Philosophy in Higher Education Administration Program Goals Note. The items labeled as competencies in this course are Doctor of Philosophy Higher Education Administration Program Goals. Competency A: Cultivate leaders who possess transferable skills and acumen for a variety of settings and roles. Competency B: Encourage a systemic approach to higher education administration. Competency C: Foster professionally socialized educational scholars and administrators. Competency D: Enhance participation in the global higher education community. Competency E: Prepare proficient researchers for the field of higher education.

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.

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 statement analysis, time value of money, financial markets and institutions, risk and return, financial planning, and international finance.

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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>FIN 375</td>
<td>FINANCIAL MANAGEMENT IN THE SMALL BUSINESS</td>
<td>3</td>
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<tr>
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<td>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.</td>
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<td>FIN 402</td>
<td>INVESTMENT FUNDAMENTALS AND PORTFOLIO MANAGEMENT</td>
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<td>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.</td>
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<tr>
<td>FIN 410</td>
<td>WORKING CAPITAL MANAGEMENT</td>
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<td>This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable, and inventory management will also be explored.</td>
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<tr>
<td>FIN 415</td>
<td>CORPORATE RISK MANAGEMENT</td>
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<td>This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.</td>
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<td>FIN 419</td>
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<td>PERSONAL FINANCIAL PLANNING</td>
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<td>FIN 422</td>
<td>RETIREMENT AND BENEFIT PLANNING</td>
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<td>REAL ESTATE INVESTMENT</td>
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<td>FIN 486</td>
<td>STRATEGIC FINANCIAL MANAGEMENT</td>
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<td>FIN 571</td>
<td>CORPORATE FINANCE</td>
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<td>FIN 575</td>
<td>PROJECT BUDGET AND FINANCE</td>
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<td>FIN 580</td>
<td>GLOBAL CAPITAL MARKETS</td>
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<td>FIN 585</td>
<td>FINANCIAL CONTROLLING</td>
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<td>AUDIT AND COMPLIANCE MANAGEMENT</td>
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<td>FIN 591</td>
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<td>FIN 592</td>
<td>MERGERS AND ACQUISITIONS</td>
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<td>FIN 593</td>
<td>INVESTMENT BANKING</td>
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<td>FIN 711</td>
<td>FINANCIAL MEASURES OF VALUE ADDED</td>
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<td>FINCB 571</td>
<td>CORPORATE FINANCE</td>
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<td>This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing. Competency 16: The student will distinguish between sources, requirements, and risks associated with various types of long- and short-term financing capital structure. Competency 17: The student will assess cash flow, valuation, and key performance indicators for financial growth and sustainability. Competency 18: The student will evaluate the effects of economic and market conditions on financial performance.</td>
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<td>FNP 001</td>
<td>FNP ORIENTATION</td>
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<td>This is a non-credit bearing course for the faculty schedulers to use to track faculty supervision of student clinical courses. This course will not be used for students.</td>
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<td>FP 100</td>
<td>EVERYDAY ECONOMICS AND FINANCES</td>
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<td>This course introduces students to thinking about and working with numbers by examining the day-to-day and societal importance of money.</td>
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<td>FP 100T</td>
<td>EVERYDAY ECONOMICS AND FINANCES</td>
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<td>GFT 500</td>
<td>Teaching Gifted and Talented Learners</td>
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<td>Curriculum and Instruction for Gifted and Talented Learners</td>
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<td>GFT 503</td>
<td>Assessment for Gifted and Talented Learners</td>
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<td>Critical Thinking Skills for Gifted and Talented Learners</td>
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<td>FOUNDATIONS OF GERONTOLOGY FOR HEALTH ADMINISTRATORS</td>
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<td>GHA 551</td>
<td>BIOLOGICAL AND PSYCHOLOGICAL ASPECTS OF AGING</td>
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<td>GHA 557</td>
<td>SOCIAL AND CULTURAL ASPECTS OF AGING</td>
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<td>GHS 583</td>
<td>MULTI-DISCIPLINARY GLOBAL AND HOMELAND SECURITY ISSUES</td>
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<td>CRITICAL INFRASTRUCTURE ANALYSIS AND PROTECTION</td>
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<td>GMGT 530</td>
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<td>GMGT 540</td>
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<td>COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS</td>
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<td>HCA 240</td>
<td>HEALTH &amp; DISEASES: UNDERSTANDING PATHOS OF PATHOLOGY</td>
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<td>THE PSYCHOLOGY OF HEALTH</td>
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<td>HCA 270</td>
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<td>FUNDAMENTALS OF INFORMATION SYSTEMS FOR HEALTH CARE</td>
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<td>HCIS 250</td>
<td>STRUCTURE, DESIGN, AND TOOLS OF ELECTRONIC HEALTH RECORDS</td>
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<td>HCIS 255</td>
<td>STRUCTURE AND DESIGN OF ELECTRONIC HEALTH RECORDS</td>
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<td>HCIS 270</td>
<td>APPLICATION OF ELECTRONIC HEALTH RECORDS</td>
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<td>PRACTICAL APPLICATION OF ELECTRONIC HEALTH RECORDS</td>
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<td>TERMINOLOGY AND CULTURE OF THE HEALTHCARE INDUSTRY</td>
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<td>HEALTH CARE INDUSTRY TERMS FOR IT PROFESSIONALS</td>
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<td>HCIS 352</td>
<td>FOUNDATIONS OF IT IN THE HEALTH CARE ENVIRONMENT</td>
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<td>PROJECT PLANNING AND IMPLEMENTATION IN HEALTH CARE</td>
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<td>HEALTH CARE COMPLIANCE FOUNDATIONS</td>
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<td>LEADING COMPLIANCE IN HEALTH CARE ORGANIZATIONS</td>
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<td>HCP 516</td>
<td>AUDITING, MONITORING AND CORRECTIVE ACTION IN COMPLIANCE</td>
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<td>MEDICAL CLAIMS PROCESSING AND COMPLIANCE</td>
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<td>HCR 210</td>
<td>PATIENT RECORDS: KEEPING IT REAL</td>
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<td>HCR 240</td>
<td>COMPUTERIZING MED DATA: PAPER CHASE GOES TECHNO</td>
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<td>HCS 120</td>
<td>MEDICAL TERMINOLOGY FOR HEALTH CARE PROFESSIONALS</td>
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<td>HCS 131</td>
<td>BUSINESS COMMUNICATION SKILLS FOR HEALTH CARE PROFESSIONALS</td>
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<td>HCS 182</td>
<td>INTRODUCTION TO FINANCIAL CONCEPTS</td>
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<td>HCS 207</td>
<td>Introduction to Medical Terminology</td>
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<td>HCS 214</td>
<td>ANATOMY AND PHYSIOLOGY I</td>
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<td>HCS 216</td>
<td>ANATOMY AND PHYSIOLOGY II</td>
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<td>INTRODUCTION TO HEALTH CARE FINANCE</td>
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<td>HEALTH CARE OFFICE MANAGEMENT</td>
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<td>HCS 234</td>
<td>STRATEGIES FOR SUCCESS IN HEALTH SERVICES ADMINISTRATION</td>
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<td>HCS 235</td>
<td>HEALTH CARE DELIVERY IN THE U. S.</td>
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<td>HCS 245</td>
<td>INTRODUCTION TO HEALTH AND DISEASE</td>
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<td>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.</td>
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<td>HCS 265</td>
<td>THE MANAGERIAL ENVIRONMENT OF HEALTH CARE</td>
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<td>This course introduces students to basic management concepts and regulations within the health care industry. Students will become familiar with regulatory compliance and ethical issues in the health care business. The application of human resource concepts will also be discussed.</td>
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<tr>
<td>HCS 305</td>
<td>HEALTH CARE PROFESSIONAL DEVELOPMENT</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>HCS 310</td>
<td>HEALTH CARE DELIVERY IN THE UNITED STATES</td>
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<td>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 care, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.</td>
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<td>HCS 320</td>
<td>HEALTH CARE COMMUNICATION STRATEGIES</td>
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<td>HCS 321</td>
<td>BUSINESS COMMUNICATION FOR HEALTH CARE MANAGERS</td>
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<td>HCS 325</td>
<td>HEALTH CARE MANAGEMENT</td>
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<td>HCS 330</td>
<td>INTRODUCTION TO HEALTH AND DISEASE</td>
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<td>HCS 335</td>
<td>HEALTH CARE ETHICS AND SOCIAL RESPONSIBILITY</td>
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<td>HCS 341</td>
<td>HUMAN RESOURCES IN HEALTH CARE</td>
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<td>HCS 370</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
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<td>HCS 380</td>
<td>HEALTH CARE ACCOUNTING</td>
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<td>HCS 412</td>
<td>PROJECT MANAGEMENT FOR HEALTH CARE PROFESSIONALS</td>
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<td>HCS 430</td>
<td>LEGAL ISSUES IN HEALTH CARE: REGULATION AND COMPLIANCE</td>
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<td>DIMENSIONS OF HEALTH AND THE OLDER ADULT</td>
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<td>FACILITY PLANNING</td>
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<td>HEALTH ADMINISTRATION CAPSTONE</td>
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<td>HEALTH CARE QUALITY MANAGEMENT AND OUTCOMES ANALYSIS</td>
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<td>HEALTH CARE POLICY: THE PAST AND THE FUTURE</td>
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<td>HCS 456</td>
<td>RISK MANAGEMENT</td>
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<td>HCS 457</td>
<td>PUBLIC AND COMMUNITY HEALTH</td>
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<td>HCS 465</td>
<td>HEALTH CARE RESEARCH UTILIZATION</td>
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<tr>
<td>HCS 468</td>
<td>REGULATORY AND COMPLIANCE WITHIN THE HEALTH CARE INDUSTRY</td>
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<td>HCS 472</td>
<td>MARKETING IN THE HEALTH CARE INDUSTRY</td>
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<td>HCS 475</td>
<td>LEADERSHIP AND PERFORMANCE DEVELOPMENT</td>
<td>3</td>
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<tr>
<td>HCS 483</td>
<td>HEALTH CARE INFORMATION SYSTEMS</td>
<td>3</td>
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<tr>
<td>HCS 487</td>
<td>TECHNOLOGY AND SYSTEMS APPROACH FOR HEALTH CARE MANAGERS</td>
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<th>Course Title</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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</tr>
<tr>
<td>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.</td>
<td>3</td>
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<tr>
<td>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.</td>
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<td>HCS 490</td>
<td>HEALTH CARE CONSUMER - TRENDS AND MARKETING</td>
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<td>HCS 493</td>
<td>DATA ANALYTICS FOR HEALTH CARE MANAGERS</td>
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<td>HCS 498</td>
<td>STRATEGIC DECISION MAKING FOR HEALTH CARE MANAGERS</td>
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<td>HCS 499</td>
<td>HEALTH CARE STRATEGY CAPSTONE</td>
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<tr>
<td>HCS 504</td>
<td>INTRODUCTION TO GRADUATE STUDY IN HEALTH SCIENCES/NURSING</td>
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<td>HCS 507</td>
<td>ADVANCED PHARMACOTHERAPEUTICS</td>
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<td>HCS 510</td>
<td>ADVANCED PATHOPHYSIOLOGY</td>
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<td>HCS 529</td>
<td>CONTEMPORARY HEALTH CARE FACILITY DESIGN</td>
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<tr>
<td>HCS 542</td>
<td>HEALTH CARE RESEARCH</td>
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<td>HCS 565</td>
<td>ORGANIZATION AND MANAGEMENT OF AGING SERVICES</td>
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<td>HCS 567</td>
<td>ENTREPRENEURSHIP IN HEALTH CARE</td>
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<td>HCS 577</td>
<td>FINANCIAL MANAGEMENT IN HEALTH CARE</td>
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<tr>
<td>HCS 589</td>
<td>HEALTH CARE STRATEGIC MANAGEMENT</td>
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<tr>
<td>HEA 711</td>
<td>HISTORY AND PHILOSOPHY OF HIGHER EDUCATION</td>
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<tr>
<td>HEA 712</td>
<td>HIGHER EDUCATION LAW, POLICY AND THE REGULATORY ENVIRONMENT</td>
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<tr>
<td>HEA 713</td>
<td>HIGHER EDUCATION ECONOMICS, FINANCE AND STRATEGIC PLANNING</td>
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<tr>
<td>HEA 721</td>
<td>Organizational Theory, Innovation and Change Management</td>
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<tr>
<td>HEA 722</td>
<td>Academic and Student Affairs Administration</td>
</tr>
<tr>
<td>HEA 731</td>
<td>Student Development, Adult Education, and Student Diversity</td>
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<tr>
<td>HEA 732</td>
<td>Curriculum Development, Assessment, and Program Evaluation</td>
</tr>
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</table>

**HEA 721 Organizational Theory, Innovation and Change Management**

In this course, students will analyze the factors that have resulted in contemporary innovative changes in higher education. The course will focus on leadership influences in the evaluation and application of change management models, strategies, and tactics that promote effective institutional innovation.

**HEA 722 Academic and Student Affairs Administration**

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**

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**

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.
<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>HEA 733</td>
<td>GLOBAL MODELS AND INTERNATIONAL ISSUES IN HIGHER EDUCATION</td>
<td>3</td>
<td>This course will provide a comparative perspective of higher education systems in countries around the world. The relationship between educational systems and historical, social and political factors will be evaluated. International governance structures and accreditation processes will be analyzed and compared. Current international issues in higher education will also be explored.</td>
</tr>
<tr>
<td>HINF 500</td>
<td>INFORMATICS FOR HEALTH ADMINISTRATION</td>
<td>3</td>
<td>This course presents informatics as a strategic tool for the health administrator in sourcing and utilizing data.</td>
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<tr>
<td>HINF 510</td>
<td>THE SYSTEMS LIFE CYCLE</td>
<td>3</td>
<td>This course will focus on the systems life cycle in the context of selection, implementation, and integration of information systems across the health sector. Topics include performing interoperability assessments, determining key elements of data system designs, planning for end-user training and support, and securing buy-in from stakeholders.</td>
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<tr>
<td>HINF 520</td>
<td>DATA MANAGEMENT AND DESIGN IN HEALTH ADMINISTRATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HIS 110CA</td>
<td>U.S. HISTORY TO 1865</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>HIS 120CA</td>
<td>U.S. HISTORY 1865 TO 1945</td>
<td>3</td>
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<td></td>
<td>This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history.</td>
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<tr>
<td>HIS 210</td>
<td>AZ CONSTITUTION</td>
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<td>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.</td>
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<tr>
<td>HIS 265</td>
<td>HAWAII: HISTORY AND CULTURE</td>
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<td>This is a survey course in the history of Hawai‘i from Polynesian origins to contemporary multicultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawai‘i and considers the Hawai‘i response to these forces.</td>
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<tr>
<td>HIS 276CA</td>
<td>GLOBAL CIVILIZATIONS 1400-1700</td>
<td>3</td>
<td>This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.</td>
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<tr>
<td>HIS 301</td>
<td>UNITED STATES CONSTITUTION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HIS 305</td>
<td>CALIFORNIA STATE HISTORY</td>
<td>3</td>
<td>This course provides students with the political, economic, and social history of California. Topics include pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.</td>
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<tr>
<td>HIS 311</td>
<td>NEVADA AND U.S. CONSTITUTION</td>
<td>3</td>
<td>This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents of its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed.</td>
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<tr>
<td>HIS 335</td>
<td>EUROPE AND THE WORLD WARS</td>
<td>3</td>
<td>This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.</td>
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<tr>
<td>HIS 341</td>
<td>ANCIENT WORLDS</td>
<td>3</td>
<td>This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.</td>
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<tr>
<td>HIS 356</td>
<td>THE HISTORY OF AFRICA</td>
<td>3</td>
<td>This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.</td>
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<tr>
<td>HIS 510</td>
<td>AZ CONSTITUTION</td>
<td>1</td>
<td>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.</td>
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<tr>
<td>HIS 511</td>
<td>U.S. CONSTITUTION</td>
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<td>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.</td>
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<tr>
<td>HIT 300</td>
<td>INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY</td>
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<td>This course provides an overview of the history of health information technology in the United States. The student is introduced to the various forms of technology resources commonly found in private and public health sectors. This includes the historic application of information technology resources to healthcare.</td>
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<td>HIT 350</td>
<td>HEALTH INFORMATION SYSTEMS SUPPORT</td>
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<td>This course covers computer systems and the role of IT support in today's health care environment. This includes the installation and maintenance of Health IT Systems relating to hardware, software, programming, database management, and telecommunications.</td>
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<tr>
<td>HIT 450</td>
<td>IMPLEMENTATION AND MANAGEMENT OF HEALTH INFORMATION SYSTEMS</td>
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<td>This course covers IT project management knowledge utilized in health care business operations. Coursework explores the application of technology planning, management, and leadership skills for working in Health Information Systems environments.</td>
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<td>HLTH 510</td>
<td>Health and Nutrition for Educators</td>
<td>3</td>
<td>This course provides an overview of health and nutrition education for the K-12 classroom teacher. Topics include wellness and nutrition, cardiovascular health and exercise, stress management, the use and abuse of alcohol, tobacco, and drugs, and sexually transmitted diseases. Participants assess personal health habits through health assessments and reflections. Plans and resources for sharing important health and nutrition information with students are also explored.</td>
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<tr>
<td>HM 370</td>
<td>HOSPITALITY MANAGEMENT</td>
<td>3</td>
<td>This course provides an overview of the advanced concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of hospitality while examining operations, security, maintenance, and managerial challenges and responsibilities within the industry.</td>
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<tr>
<td>HM 475</td>
<td>HOSPITALITY DECISION ANALYSIS</td>
<td>3</td>
<td>This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, evaluate financial data for decision-making, and develop sales and marketing strategies for a hospitality organization.</td>
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<tr>
<td>HM 482</td>
<td>HOSPITALITY ANALYTICS FOR DECISION MAKING</td>
<td>3</td>
<td>This course enables a student to extract meaningful information from hospitality data, to better position the hospitality enterprise for success in the marketplace. Topics to be covered include an introduction to data analysis skills for the hospitality industry, market segmentation, understanding measures of business performance, hospitality analytics (events, travel, tourism), and property analytics (hotel, CHIA).</td>
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<tr>
<td>HPE 270</td>
<td>PHYSICAL EDUCATION AND HEALTH FOR EDUCATORS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HPE 540</td>
<td>TEACHING AND LEARNING IN HEALTH PROFESSIONS EDUCATION</td>
<td>3</td>
<td>This course focuses on selecting and developing teaching strategies to facilitate student learning in health professions education contexts. Principles of adult learning provide the basis for developing and utilizing effective methods for different student learning styles and instruction modalities.</td>
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<tr>
<td>HPE 544</td>
<td>CURRICULUM DEVELOPMENT IN HEALTH PROFESSIONS CONTEXTS</td>
<td>3</td>
<td>This course will focus on health administration curriculum design in higher education and/or corporate settings. The learner will propose a program concept, develop its mission and vision, and create its program and course objectives. Topics also include the ADDIE model, curriculum mapping, and implementation plans.</td>
</tr>
<tr>
<td>HPE 549</td>
<td>EVALUATION AND ASSESSMENT METHODOLOGIES</td>
<td>3</td>
<td>This course will focus on best practice strategies for assessment and evaluation of health professions education programs. Rubric creation and collection and utilization of program/course feedback in higher education and corporate settings will be discussed.</td>
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<tr>
<td>HRM 300</td>
<td>Fundamentals of Human Resource Management</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HRM 300T</td>
<td>Fundamentals of Human Resource Management</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HRM 310</td>
<td>Change Management</td>
<td>3</td>
<td>This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.</td>
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<tr>
<td>HRM 324</td>
<td>Total Compensation</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HRM 326</td>
<td>EMPLOYEE DEVELOPMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>HRM 350</td>
<td>INTERNATIONAL HUMAN RESOURCE MANAGEMENT</td>
<td>3</td>
<td>This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.</td>
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<tr>
<td>HRM 420</td>
<td>HUMAN RESOURCE RISK MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>HRM 498</td>
<td>STRATEGIC HUMAN RESOURCE MANAGEMENT AND EMERGING ISSUES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HRM 531</td>
<td>Human Capital Management</td>
<td>3</td>
<td>This course prepares students to address the concepts of human resource development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include selection of the right people, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.</td>
</tr>
<tr>
<td>HRM 546</td>
<td>Human Resource Law</td>
<td>3</td>
<td>This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.</td>
</tr>
<tr>
<td>HRM 548</td>
<td>Recruitment and Retention Practices</td>
<td>3</td>
<td>This course prepares students to evaluate and develop a workforce to attain organizational goals. Students will learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.</td>
</tr>
<tr>
<td>HRM 552</td>
<td>Organizational Training and Development</td>
<td>3</td>
<td>This course applies development and training concepts to enhance organizational performance. Students will develop an employee engagement strategy. Other topics include training program development and delivery, employee relations, organizational development theories and applications, behavior issues, and performance management.</td>
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<tr>
<td>HRM 558</td>
<td>RESEARCH IN HUMAN RESOURCE MANAGEMENT</td>
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<td>This course applies research methods to human resource functions. Students will learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.</td>
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<tr>
<td>HRM 595</td>
<td>HUMAN RESOURCE CAPSTONE COURSE</td>
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<td>This capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the strategic alignment of human resource management within the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.</td>
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<tr>
<td>HRM PA533</td>
<td>HUMAN CAPITAL DEVELOPMENT IN THE PUBLIC SECTOR</td>
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<td>This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in a public and political environment. Other topics, at the state and local level, include recruitment, development &amp; retention of employees, compensation, motivation, performance evaluation, employee/employer relationship, personnel policies &amp; politics, and public service ethic, union management relations, employee/employer relations.</td>
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<td>HS 205</td>
<td>HUMAN SERVICE HELPING PROCESS AND SELF-CARE</td>
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<td>This course overviews the foundations of Human Services as the field applies to community assistance and support. Students will identify the skills necessary to help people. Emphasis will be placed on developing healthy relationships with clients, identifying client needs and improving helping skills. Students will also examine techniques of self-care and support for the human service worker. These topics will include crisis and shock techniques, stress management, and internalization prevention of the human service professionals.</td>
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<tr>
<td>HS 215</td>
<td>INTRODUCTION TO THE HUMAN SERVICES PROFESSION</td>
<td>3</td>
<td>This course focuses on the depth in which the human service profession affects our nation's communities. Student will define what community is and outline the needs of communities related to children, seniors and families as a whole. Special attention will be given to events that shaped human services in the last 20 years.</td>
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<tr>
<td>HS 225</td>
<td>INTRODUCTION TO CASE MANAGEMENT AND HELPING STRATEGIES</td>
<td>3</td>
<td>This course provides an introduction to the dynamic and fast-paced area of case management. Understanding the roles, responsibilities, and the planning required in successfully managing client cases are the key themes of this course. Students will examine many phases of client cases, starting with obtaining information and progressing to implementing and monitoring client action plans.</td>
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<tr>
<td>HS 235</td>
<td>PUBLIC POLICY, SOCIAL WELFARE, AND RESEARCH</td>
<td>3</td>
<td>This course explores research and information gathering methods needed to assess communities, public policy and social welfare. The tenets of public policy are explored and relationships are extrapolated based on systems of welfare, and the real-world context of meeting the needs of communities. Students examine historical perspectives of welfare systems, and basis for use in public policy. (3 credits)</td>
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<tr>
<td>HS 245</td>
<td>FUNDAMENTALS OF WORKING WITH PEOPLE</td>
<td>3</td>
<td>This course is designed to build a general overview of how to work with people. A correlation between life, family, goals, and losses is folded into the concept of working with people. This course explores the understanding of people from a high level overview, to a foundational level of how they can they be helped. Key factors are unlocked including, race, gender, social class, religious contexts and ability to achieve. The role and structure of families is explored. Emphasis is placed on how to connect people in need to services available. Students will also have an opportunity to reflect on their own biases and develop methods to avoid bias while working with people in need.</td>
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<tr>
<td>HS 255</td>
<td>HUMAN SERVICE CAPSTONE COURSE</td>
<td>3</td>
<td>This course is a culmination of the human services program content, integrating students' education and experiences from previous courses. Using authentic contexts, students will demonstrate their skill as human service professionals. Additionally, students will construct a portfolio which includes a personal philosophy statement on their desire to work in human services and a self-reflection on their professional goals.</td>
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<tr>
<td>HSM 210</td>
<td>HUMAN SERVICES IN THE UNITED STATES</td>
<td>3</td>
<td>This course is a foundation for the study of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, and contemporary issues in the human services industry are also examined.</td>
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<tr>
<td>HSM 220</td>
<td>HUMAN SERVICES ADMIN: SO YOU WANT TO HELP PEOPLE</td>
<td>3</td>
<td>This course discusses the roles and responsibilities of administrators in human service organizations. It covers recent studies related to the changing contexts of human service delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.</td>
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<tr>
<td>HSM 230</td>
<td>ETHICAL ISSUES IN HUMAN SERVICES ORGANIZATIONS</td>
<td>3</td>
<td>This course explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.</td>
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<td>HSM 240</td>
<td>PUBLIC POLICY DEVELOPMENT IN HUMAN SERVICES</td>
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<td>HSM 260</td>
<td>FINANCIAL MANAGEMENT FOR HUMAN SERVICE MANAGERS</td>
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<td>HSM 270</td>
<td>PROGRAM PLANNING AND GRANT PROPOSAL WRITING IN HUM SERV</td>
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<tr>
<td>HSN 300</td>
<td>PHARMACOLOGY I</td>
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This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.

This course examines the registered nurse’s role in safe medication administration. Students develop skills and techniques for calculating medication dosages and interpreting physician orders, medical records, and medication labels. Patient education is also addressed.
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<th>Course Code</th>
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<tbody>
<tr>
<td>HSN 301</td>
<td>PHARMACOLOGICAL INTERVENTIONS I</td>
<td>3</td>
<td>This course examines the registered nurse’s role in medication management, reconciliation, education, and safety.</td>
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<tr>
<td>HSN 310</td>
<td>PHARMACOLOGY II</td>
<td>4</td>
<td>This course builds on the knowledge and skills of Pharmacology I. This course provides basic pharmacological principles and therapeutics of medications. The course emphasizes evidence-based treatment guidelines in the application of pharmacology to nursing practice with a focus on safe patient care.</td>
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<tr>
<td>HSN 311</td>
<td>PHARMACOLOGICAL INTERVENTIONS II</td>
<td>3</td>
<td>This course builds on the knowledge and skills acquired in Pharmacological Interventions I. Complex patients, genetics and genomics, and the use of complementary and alternative medications are examined.</td>
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<tr>
<td>HSN 376</td>
<td>HEALTH INFORMATION TECHNOLOGY FOR NURSING</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HSN 470</td>
<td>HEALTH POLICY, LAW, AND ETHICS</td>
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<td>This course examines the interrelationships of</td>
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<td>legal decisions, health policy development,</td>
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<td>legislation, and regulation in the context of</td>
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<td>contemporary issues to the RN generalist role.</td>
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<td>Students will analyze legislative impact on</td>
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<td>nursing practice, ethical issues, ANA Code of</td>
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<td>Ethics and regulatory governance.</td>
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<td>HSN 471</td>
<td>POLICY, LAW AND ETHICAL CONSIDERATIONS</td>
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<td>This course examines legal and ethical decision</td>
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<td>making, health policy development, legislation,</td>
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<td>and regulation in the context of nursing practice.</td>
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<td>HSN 476</td>
<td>HEALTHCARE POLICY AND FINANCIAL MANAGEMENT</td>
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<td>This course examines the nurse’s role as a leader</td>
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<td>in healthcare. Topics include financial and</td>
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<td>resource management, cost controls, fiscal</td>
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<td>responsibility, and healthcare policies and</td>
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<td>reform. A key concept is the interrelationship</td>
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<td>among health policy, legislation, regulation,</td>
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<td>finance, and practice.</td>
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<td>HSN 525</td>
<td>RESEARCH METHODOLOGIES FOR THE NURSE ADMINISTRATOR</td>
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<td>This course focuses on the nurse administrator's</td>
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<td>role in overseeing the application of nursing</td>
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<td>research in diverse health care settings. A key</td>
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<td>focus is utilizing research to improve patient</td>
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<td>outcomes. Topics include research methodologies,</td>
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<td>processes for population-based research, and</td>
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<td>evidence-based practice. This course requires 20</td>
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<tr>
<td>HSN 555</td>
<td>HUMAN RESOURCES IN HEALTH CARE</td>
<td>3</td>
<td>This course examines principles of human resource management and personnel development needs in health care organizations. Topics include job analysis, appraisal systems, employee development and evaluation, forecasting of workforce needs, and legal considerations. This course requires 20 hours of practicum.</td>
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<tr>
<td>HSN 560</td>
<td>ORGANIZATIONAL SYSTEMS AND INFORMATICS</td>
<td>3</td>
<td>This course focuses on the integration of informatics in health care organizations. Topics include organizational effectiveness, systems management, and ethical considerations in data management. This course requires 20 hours of practicum.</td>
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<tr>
<td>HSN 565</td>
<td>ORGANIZATIONAL CHANGE AND NEGOTIATION</td>
<td>3</td>
<td>The course examines the role of the nurse leader during organizational change. A key focus is the effect of change on health care delivery. Topics include principles and models of change, communication skills, and allocation of organization resources. This course requires 20 hours of practicum.</td>
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<tr>
<td>HSN 570</td>
<td>FINANCIAL RESOURCE MANAGEMENT</td>
<td>3</td>
<td>This course examines financial resource management as used in health care organizations. Topics include budgeting, financial forecasts, analysis of financial performance, and business plan design. This course requires 20 hours of practicum.</td>
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<tr>
<td>HSN 575</td>
<td>QUALITY MANAGEMENT AND OUTCOMES</td>
<td>4</td>
<td>This course focuses on quality management initiatives for improving health care delivery outcomes. Topics include models and theories of quality improvement, evaluation methods, and regulatory and accreditation standards. This course requires 20 hours of practicum.</td>
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<tr>
<td>HST 155</td>
<td>U. S. HISTORY TO 1865</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HST 165</td>
<td>U. S. HISTORY 1865 TO 1945</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HST 175</td>
<td>THE AMERICAN EXPERIENCE SINCE 1945</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HST 206</td>
<td>LATIN AMERICA</td>
<td>3</td>
<td>This course provides an overview of the history of Latin America. Topics include politics, economic development, international relations, and cultural development.</td>
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<tr>
<td>HST 275</td>
<td>GLOBAL CIVILIZATIONS TO 1500</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HST 276</td>
<td>GLOBAL CIVILIZATIONS SINCE 1500</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>HST 290</td>
<td>HISTORIANS AND HISTORY</td>
<td>3</td>
<td>This course introduces the study of history as a scholarly discipline emphasizing significant historians, sub-disciplines of the field, and the foundational methodological and theoretical tools of historians for History majors.</td>
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<tr>
<td>HST 320</td>
<td>HISTORY RESEARCH METHODS</td>
<td>3</td>
<td>This course focuses on research methods used in historical research and writing, and application of theories and methodologies to the analysis of historical materials. Emphasis is placed on research, writing, and critical thinking in historical contexts. For History majors only.</td>
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<tr>
<td>HST 409</td>
<td>AMERICAN REVOLUTION</td>
<td>3</td>
<td>This course examines the American Revolutionary period from 1763 to 1789. Emphasis will be given to the causes of the American Revolution, the military course of the war, the political administration of the conflict, and the cultural impact on all Americans. The course will conclude with the development of the Constitution as closure of the revolutionary era. Topics in this course will address aspects of the political, economic, social, and cultural history of the American Revolution.</td>
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<tr>
<td>HST 498</td>
<td>HISTORY CAPSTONE</td>
<td>3</td>
<td>This capstone experience focuses on demonstrating history as a mode of discourse. Emphasis is placed on producing a capstone project that employs historical content, evidence, interpretation, and judgment using research methods, application of theories, critical reasoning, and precise historical writing. For History majors only.</td>
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<tr>
<td>HTT 201</td>
<td>INTRODUCTION TO HOSPITALITY</td>
<td>3</td>
<td>This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, food service, and lodging industries.</td>
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<tr>
<td>HTT 211</td>
<td>Hospitility, Travel, and Tourism, Supervision</td>
<td>3</td>
<td>This course introduces the tourism industry and its major components as well as a focus in hospitality supervisory skills. It covers current issues in tourism and their effects on the hospitality industry as a whole, including economic, political, and cultural forces, and quality of life effects on host locals. Career opportunities within travel and tourism are also discussed.</td>
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<tr>
<td>HTT 221</td>
<td>IT in Hospitality</td>
<td>3</td>
<td>This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.</td>
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<tr>
<td>HTT 231</td>
<td>Finance for Hospitality Professionals</td>
<td>3</td>
<td>This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.</td>
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<tr>
<td>HTT 241</td>
<td>Food and Beverage Management</td>
<td>3</td>
<td>This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.</td>
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<tr>
<td>HTT 251</td>
<td>HOSPITALITY OPERATIONS</td>
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<td>This course studies hospitality operations through the lens of the hotel and lodging industry and covers its history, growth, development, and future direction. Topics include front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines the importance of guest service operations and a review of career opportunities in lodging and resorts.</td>
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<td>HUM 105</td>
<td>WORLD MYTHOLOGY</td>
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<td>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.</td>
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<td>HUM 115</td>
<td>CRITICAL THINKING IN EVERYDAY LIFE</td>
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<td>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.</td>
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<td>HUM 150</td>
<td>INTRODUCTION TO FILM STUDIES</td>
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<td>Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.</td>
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<td>HUM 186</td>
<td>MEDIA INFLUENCES ON AMERICAN CULTURE</td>
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<td>The course provides an introduction to the most</td>
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<td>prominent forms of media that influence and</td>
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<td>impact social, business, political, and popular</td>
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<td>culture in contemporary America. It explores the</td>
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<td>unique aspects of each medium as well as</td>
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<td>interactions across various media that combine</td>
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<td>to create rich environments for information</td>
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<td>sharing, entertainment, business, and social</td>
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<td>interaction in the United States and around the</td>
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<td>HUM 300</td>
<td>THE GLOBAL VILLAGE</td>
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<td>This course is an overview of the humanities in</td>
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<td>the twentieth century. The course covers the</td>
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<td>fine arts, war, philosophy, and social movements</td>
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<td>reflecting the developments of the information</td>
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<td>age as it moves to the communication age.</td>
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<td>HUM 375CA</td>
<td>INTEGRATIVE STUDIES</td>
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<td>This course introduces students to the concept</td>
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<td>of integrative studies by acknowledging the</td>
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<td>depth of separate disciplines and their</td>
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<td>interrelationships, modes of inquiry, and the</td>
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<td>use of thematic relationships and connections</td>
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<td>between subject areas in teaching and learning.</td>
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<td>Emphasis is placed on the historical development</td>
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<td>of interdisciplinary inquiry, processes for</td>
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<td>developing integrated themes including learning</td>
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<td>styles and resources, and the criteria for</td>
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<td>implementing a theme study for the content‐specific</td>
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<td>multiple subject classroom.</td>
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<td>IM 300</td>
<td>DATA ORGANIZATION ARCHITECTURE</td>
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<td>This course provides an introduction to how data</td>
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<td>is architected and organized. It discusses the</td>
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<td>different data models used to store data, it</td>
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<td>outlines several schemas that drive how data is</td>
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<td>structured, and provides other database concepts</td>
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<td>relating to the design and architecture of data.</td>
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<td>IM 305</td>
<td>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.</td>
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<td>IM 310</td>
<td>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.</td>
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<td>IOP 455</td>
<td>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.</td>
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<td>IOP 460</td>
<td>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.</td>
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<td>IOP 470</td>
<td>GROUP DYNAMICS</td>
<td>3</td>
<td>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.</td>
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<td>IOP 480</td>
<td>ASSESSMENT TOOLS FOR ORGANIZATIONS</td>
<td>3</td>
<td>This course will examine various assessment methodologies currently used in the industry to assess organizational talent, leadership, and culture. Some assessment which will be covered in this course include DISC and 360 Evaluation. Analyses of organizational assessment tools and results will help students recognize the usefulness of these tools and their application in an organization. Exploration in talent management, organizational, cultural, and leadership assessments will be used in various assignments to assess student learning. <strong>Above description effective 12/18/2015</strong> In this course students will examine various tests used in industry to assess organizational talent and human resource needs. The tests that will be studies will include the Myers Briggs, DISC, Emergenetics and other assessment tools employed by organizations.</td>
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<tr>
<td>IOP 490</td>
<td>CAPSTONE PROJECT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>ISCOM 361</td>
<td>PURCHASING AND PROCUREMENT</td>
<td>3</td>
<td>This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and the supply chain interdependencies. Students will address procurement from strategic, tactical, and operational perspectives.</td>
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<td>ISCOM 370</td>
<td>STRATEGIC SUPPLY CHAIN MANAGEMENT</td>
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<td>ISCOM 374</td>
<td>INTEGRATED LOGISTICS MANAGEMENT</td>
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<td>ISCOM 383</td>
<td>GLOBAL VALUE CHAIN MANAGEMENT</td>
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<td>ISCOM 386</td>
<td>SERVICE OPERATIONS MANAGEMENT</td>
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**ISCOM 370 STRATEGIC SUPPLY CHAIN MANAGEMENT**

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.

**ISCOM 374 INTEGRATED LOGISTICS MANAGEMENT**

This course prepares students to strategically plan, implement, optimize and control the efficient and effective flow and storage of goods, services, and related information from a point-of-origin to a point-of-consumption. This course also focuses on the total systematic approach of transportation, inventory management, warehousing, and customer services.

**ISCOM 383 GLOBAL VALUE CHAIN MANAGEMENT**

This course describes the global value chain network and interactions between buyers and sellers in an international business environment. This course explores the impact of globalization, security, economics, and culture on successful value chains.

**ISCOM 386 SERVICE OPERATIONS MANAGEMENT**

The course presents structured techniques for providing and evaluating operating efficiency and effectiveness in the hospitality industry. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, cost control, service expectations, project management, service training, performance evaluation, and analysis of guest feedback.
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<td>ISCOM 472</td>
<td>LEAN ENTERPRISE</td>
<td>3</td>
<td>This course provides a lean enterprise / operational excellence process improvement overview and company best practices implementation. Both manufacturing and services / office environment will be explored to address fundamental improvement practices. Problem solving, business flowcharting, process performance data collection and analysis, and the removal of activities determined as wasteful or non-essential are explored.</td>
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<tr>
<td>ISCOM 476</td>
<td>INTEGRATED SUPPLY CHAIN APPLICATIONS</td>
<td>3</td>
<td>This course introduces students to the importance of a strategic plan and its interaction with and impact on supply chain applications. Students will be exposed to the processes of supply change creation and improvement and, as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain which demonstrate performance standards are achieved.</td>
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<tr>
<td>ISCOM 480</td>
<td>SUPPLY CHAIN MANAGEMENT CAPSTONE</td>
<td>3</td>
<td>This supply chain management capstone course is designed for students to synthesize both the theoretical and practical skills they have learned throughout the program in a collaborative capstone project using case analysis and scenarios to address supply chain management challenges. Students will develop a plan for adding value to the management of the supply chain by focusing on logistics, purchasing, quality processes, and ethical and global considerations.</td>
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<tr>
<td>IST 710</td>
<td>FOUNDATIONS OF INFORMATION SYSTEMS MANAGEMENT</td>
<td>3</td>
<td>The primary focus of this course is the research and evaluation of innovative and practical IS approaches to problem resolution in various industries. Learners will research the strategies and leadership characteristics of IS industry leaders and analyze upcoming trends in the field. These considerations will be incorporated into the foundation of an IS leadership plan.</td>
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<td>IST 721</td>
<td>KNOWLEDGE WORKER INFORMATION SYSTEMS</td>
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<td>In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today’s environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.</td>
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<tr>
<td>IST 722</td>
<td>INFORMATION TECHNOLOGY FOR TEAMS</td>
<td>3</td>
<td>Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams’ operations.</td>
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<tr>
<td>IST 723</td>
<td>DEPARTMENTAL INFORMATION SYSTEMS</td>
<td>3</td>
<td>This course will continue the analysis of the application of the domains used by individuals and teams studied in previous content courses. The student will evaluate the application of the program domains to departmental operations and strategy. The student will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.</td>
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<tr>
<td>IST 724</td>
<td>ORGANIZATIONAL INFORMATION SYSTEMS MANAGEMENT</td>
<td>3</td>
<td>This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IST domains within an organization.</td>
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<td>IST 731</td>
<td>PARTNERSHIP AND INDUSTRY INFORMATION SYSTEMS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>IST 732</td>
<td>GLOBAL INFORMATION SYSTEMS MANAGEMENT</td>
<td>3</td>
<td>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. Competency A: Define IS management approaches for the development of business systems that can support global information systems requirements. Competency B: Define issues of security, virtual and collocated IS teams, networking, information transparency, intellectual property, organizational and regional cultures, and human resources between global partners. Competency C: Synthesize a leadership and management strategy for integration of whole systems in an environment that is legally compliant with multinational jurisdictions. Competency D: Create an original leadership and management model that provides explanation and predictability.</td>
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<td>IST 733</td>
<td>INFORMATION SYSTEMS MANAGEMENT ARCHITECTURE</td>
<td>3</td>
<td>In this course, learners will create an innovative model, incorporating the domains and models from previous coursework. In the model building, learners will demonstrate the leadership competencies as related to IT. Competency A: Articulate a detailed leadership strategy for integrating all IST functions from the individual to the global level. Competency B: Apply the best information systems management approach for the development of business systems that can support global information systems' requirements. Competency C: Align benchmarks and measures of IT performance with performance measures used by organizations. Competency D: Develop an IT leadership model that incorporates each of the IT domains and considers individual, team, department, organization, interorganization, and global perspectives. Competency E: Develop a strategic plan for the implementation of a solution to resolve a critical organizational issue.</td>
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<td>IT 200</td>
<td>DIGITAL SKILLS FOR THE 21ST CENTURY</td>
<td>3</td>
<td>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; those who can't are left behind with competitive disadvantages. Today's workforce needs to understand these trends, recognize key differences among features and approaches of these technologies, and apply them effectively. Specific topics in this course include cloud computing, unified communication platforms, cyber security, social media, and mobile computing.</td>
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<td>JRN 310</td>
<td>INTRODUCTION TO JOURNALISM</td>
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<td>JRN 320</td>
<td>RESEARCH FOR JOURNALISM</td>
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<td>JRN 330</td>
<td>JOURNALISTIC WRITING I</td>
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<td>JRN 340</td>
<td>JOURNALISTIC WRITING II</td>
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**JRN 310 INTRODUCTION TO JOURNALISM**
This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.

**JRN 320 RESEARCH FOR JOURNALISM**
This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.

**JRN 330 JOURNALISTIC WRITING I**
This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current styles. Differences will be identified in writing for various audiences for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.

**JRN 340 JOURNALISTIC WRITING II**
This course focuses on the application of the diverse journalistic writing techniques used in today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.
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<td>JRN 350</td>
<td>CONTROVERSIAL ISSUES IN JOURNALISM</td>
<td>3</td>
<td>This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter’s ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public’s need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.</td>
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<td>JRN 360</td>
<td>STORYTELLING: A MULTIMEDIA APPROACH</td>
<td>3</td>
<td>This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.</td>
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<td>LAW 441</td>
<td>BUSINESS LAW FOR SMALL BUSINESS AND ENTREPRENEURS</td>
<td>3</td>
<td>This course provides students with an overview of the legal issues faced by small businesses and entrepreneurs. Students will examine the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.</td>
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<td>LAW 531</td>
<td>BUSINESS LAW</td>
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<td>This course prepares students to evaluate the legal risks associated with business activity. Students develop methods to manage an organization’s legal obligations. 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.</td>
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<tr>
<td>LAW 531T</td>
<td>BUSINESS LAW</td>
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<td>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.</td>
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<td>LAW PA513</td>
<td>LAW AND PUBLIC ADMINISTRATION</td>
<td>3</td>
<td>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.</td>
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<td>LCO 336</td>
<td>ORGANIZATIONAL COMMUNICATION THEORY</td>
<td>3</td>
<td>This course identifies the nature of organizational communication and provides seminal organizational communication theories within the context of the traditional, interpretive, and critical perspectives. Students will gain knowledge of core theories along with the organizational dynamics of culture, diversity, and ethics. They will understand the effects of technology and innovation, along with power, conflict, organizational structure, and the need for organizations to develop informed organizational communication strategies.</td>
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<tr>
<td>LCO 348</td>
<td>ADVANCED GROUP COMMUNICATION AND LEADERSHIP</td>
<td>3</td>
<td>This course focuses on the issues of group dynamics and leadership encountered when dealing with complex, strategic, and critical public or corporate entities. It will build on the fundamentals of group dynamics and leadership, which were covered in previous courses, and provide advanced work in theory of groups and theory of leadership. Students will explore and analyze effective group interaction in task-oriented situations, and consider small-group structures and communication styles that influence the problem-solving process.</td>
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<td>LCO 372</td>
<td>LEADERSHIP COMMUNICATION ETHICS</td>
<td>3</td>
<td>This course will focus on the ethical challenges and responsibilities of being a competent leader and communicator in a diverse and changing world. Students will learn to apply ethical and moral leadership theory and reasoning to a variety of organizational communication processes and contexts.</td>
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<td>LCO 465</td>
<td>CONFLICT MANAGEMENT</td>
<td>3</td>
<td>This course will explore advanced methods for dealing with intrapersonal, interpersonal and group conflict. Students will investigate and apply the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation, giving them opportunities to improve their communication, critical thinking, and problem solving skills.</td>
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<tr>
<td>LCO 480</td>
<td>SOCIAL MEDIA AND THE ORGANIZATION</td>
<td>3</td>
<td>This course will focus on the strategic implementation of social media tools as they relate to a firm's integrated marketing communication strategies. Students will learn how to effectively use social media to improve external communication, marketing and advertising by studying and analyzing websites, social media sites, and affiliate sites to determine how successful companies utilize social media to improve their communication and attract their target audience to achieve their business goals.</td>
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<tr>
<td>LDR 300</td>
<td>INNOVATIVE LEADERSHIP</td>
<td>3</td>
<td>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.</td>
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<td>LDR 305</td>
<td>FOUNDATIONS OF LEADERSHIP</td>
<td>3</td>
<td>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.</td>
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<td>LDR 306</td>
<td>ORGANIZATIONAL LEADERSHIP: BUILDING A PERFORMANCE CULTURE</td>
<td>3</td>
<td>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.</td>
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<td>LDR 307</td>
<td>LEADERSHIP STRATEGY AND DECISION MAKING</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LDR 308</td>
<td>COMMUNICATION STRATEGIES FOR LEADERS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>LDR 531</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>3</td>
<td>This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.</td>
</tr>
<tr>
<td>LDR 535</td>
<td>LEADING CHANGE</td>
<td>3</td>
<td>This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformation leadership.</td>
</tr>
<tr>
<td>LDR 711A</td>
<td>LEADERSHIP THEORY AND PRACTICE</td>
<td>3</td>
<td>In this course, students explore the theoretical and applications-based fundamentals of leadership to advance their skills and knowledge as scholar-practitioner-leaders.</td>
</tr>
<tr>
<td>LDR 721</td>
<td>ETHICAL LEADERSHIP AND THE LEGAL LANDSCAPE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>LDR 722</td>
<td>ETHICAL LEADERSHIP AND THE LAW IN THE GLOBAL ENVIRONMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LDR 726</td>
<td>THE DYNAMICS OF GROUP AND TEAM LEADERSHIP</td>
<td>3</td>
<td>Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.</td>
</tr>
<tr>
<td>LDR 731</td>
<td>CONTEMPORARY ISSUES IN LEADERSHIP</td>
<td>3</td>
<td>This course explores successful and controversial issues surrounding how and why senior leaders set and deploy organizational values, short and long-term directions, and performance expectations that create a balanced value in global organizations. The focus is on business results that encompass organizational learning; stakeholder satisfaction; and overall budgetary, financial, and market performance.</td>
</tr>
<tr>
<td>LDR 736</td>
<td>ARCHITECTURE OF LEADERSHIP</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>LDRCB 535</td>
<td>LEADING CHANGE</td>
<td>3</td>
<td>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. Students will create a plan to lead an organizational change in which they have no direct authority. Competency 7: The student will assess leadership theories and approaches to support organizational change. Competency 8: The student will assess organizational culture to improve alignment between the culture, mission, vision, values, and strategies. Competency 9: The student will develop strategies and tactics to implement positive organizational change.</td>
</tr>
<tr>
<td>LEO 563</td>
<td>LAW ENFORCEMENT INTELLIGENCE OPERATIONS</td>
<td>3</td>
<td>This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather, and analyze information obtained through either human or electronic means. The student will comprehend the resources available for conducting investigations. Through examination of organizations comprising the intelligence community students will recognize how public and private sector partnerships can promote efficiency and effectiveness.</td>
</tr>
<tr>
<td>LEO 573</td>
<td>ORGANIZATIONAL PERFORMANCE, ANALYSIS, AND DECISION MAKING</td>
<td>3</td>
<td>This course explores methods to track and measure an organization's overall performance and how to use the data collected to align and actuate future decisions. Topics include empirical practices in performance measurement, mining, and filtering data; effectively communicating research results, and application of innovative knowledge for future decision making. Students also study modern evaluation methods to analyze neoteric organizational decisions.</td>
</tr>
<tr>
<td>LEO 583</td>
<td>STRATEGIC PLANNING FOR THE LAW ENFORCEMENT SECTOR</td>
<td>3</td>
<td>This course will introduce students to the tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.</td>
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<tr>
<td>LEO 593</td>
<td>TECHNOLOGY FOR THE LAW ENFORCEMENT EXECUTIVE</td>
<td>3</td>
<td>This course examines technologies that effect the operations and administrative responsibilities of the law enforcement executive. The course provides the student with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their personal and career goals.</td>
</tr>
<tr>
<td>LIT 235</td>
<td>SURVEY OF ENGLISH LITERATURE TO 1798</td>
<td>3</td>
<td>This course is a survey of English literature through 1798.</td>
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<tr>
<td>LIT 245</td>
<td>SURVEY OF ENGLISH LITERATURE SINCE 1798</td>
<td>3</td>
<td>This course is a survey of English literature since 1798.</td>
</tr>
<tr>
<td>LIT 255</td>
<td>SURVEY OF AMERICAN LITERATURE TO 1860</td>
<td>3</td>
<td>This course is a survey of American literature through 1860.</td>
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<tr>
<td>LIT 265</td>
<td>SURVEY OF AMERICAN LITERATURE SINCE 1860</td>
<td>3</td>
<td>This course is a survey of American Literature since 1860.</td>
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<tr>
<td>LIT 304</td>
<td>SHAKESPEARE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LIT 305</td>
<td>MAJOR AMERICAN NOVEL</td>
<td>3</td>
<td>This course examines the American novel through major genres and authors.</td>
</tr>
<tr>
<td>LIT 330</td>
<td>MODERN POETRY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>LIT 375</td>
<td>LITERARY THEORY AND CRITICISM</td>
<td>3</td>
<td>This course introduces students to major literary theories in the discipline, from Structuralism to Post-modernism, for use in critical analysis.</td>
</tr>
<tr>
<td>LIT 410</td>
<td>LITERATURE OF THE FANTASTIC</td>
<td>3</td>
<td>This course examines the genre of science fiction and fantasy through notable authors and works.</td>
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<tr>
<td>LSM 404</td>
<td>INTRODUCTION TO LIFESPAN MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LSM 412</td>
<td>MANAGEMENT WITHIN THE LIFESPAN INDUSTRY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>LSM 417</td>
<td>REGULATIONS IN LIFESPAN MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LSM 423</td>
<td>FINANCIAL STRATEGIES FOR LIFESPAN MANAGEMENT</td>
<td>3</td>
<td>This course provides students with a focus on the financing and reimbursement of lifespan management. Course content will focus on financial strategies to support environments for lifespan populations. Students will also learn about various payers and reimbursement practices that impact the management of lifespan services.</td>
</tr>
<tr>
<td>LSM 429</td>
<td>LIFESPAN MANAGEMENT CAPSTONE</td>
<td>3</td>
<td>This course is the capstone for the lifespan management content where students apply management, financial, and regulatory strategies to demonstrate industry aligned competencies. Students will explore personal and professional career goals within the lifespan management industry.</td>
</tr>
<tr>
<td>LTC 310</td>
<td>SOCIAL AND COMMUNITY RELATED PROGRAMS AND SERVICES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MAT 001</td>
<td>MATH PLACEMENT EXAM A</td>
<td>0</td>
<td>This placement exam, which is not credit-bearing, is a pass/fail course that can be used to satisfy the content of MAT/116 or MTH/208, fulfilling the prerequisite needed for taking MAT/117 or MTH/209. To earn a passing grade, a student must receive a score of 60% or better.</td>
</tr>
<tr>
<td>MAT 002</td>
<td>MATH PLACEMENT EXAM B</td>
<td>0</td>
<td>This placement exam, which is not credit-bearing, is a pass/fail course that can be used to satisfy the content of MAT/117 or MTH/209, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.</td>
</tr>
<tr>
<td>MAT 003</td>
<td>MATH PLACEMENT EXAM C</td>
<td>0</td>
<td>This placement exam, which is not credit-bearing, is a pass/fail course that can be used to satisfy the content of MAT/220 or MTH/220, fulfilling the mathematics proficiency requirement. To earn a passing grade, a student must receive a score of 60% or better.</td>
</tr>
<tr>
<td>MBL 400</td>
<td>MOBILE FUNDAMENTALS</td>
<td>3</td>
<td>This course is an introduction to mobile application development. Participants will learn about industry standards, how to select an application platform and architecture, and current trends in mobile application development. Additionally, the course covers HTML5, CSS, and JavaScript® languages for mobile devices. On completion, participants will be able to plan, design, and create simple mobile applications.</td>
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<tr>
<td>MBL 402</td>
<td>ANDROID MOBILE DEVELOPMENT</td>
<td>3</td>
<td>This course will cover the basics of coding for the Android™ platform. Topics include use of the Android™ APIs, persistent data retrieval and storage, testing, and publishing. On completion of the course, participants will be able to develop, test, debug, and publish working mobile applications.</td>
</tr>
<tr>
<td>MBL 404</td>
<td>ANDROID MOBILE IMPLEMENTATION</td>
<td>3</td>
<td>This course will continue to build on the fundamentals covered in Android Mobile Development I. Topics include services, multithreading, networking and publishing. Upon completion of the course, participants will be able to both develop useful mobile applications and implement effective testing and deployment strategies.</td>
</tr>
<tr>
<td>MBL 406</td>
<td>IOS MOBILE DEVELOPMENT</td>
<td>3</td>
<td>This course will cover the basics of iOS programming. Topics include Swift programming language, persistent data retrieval; and storage, testing, and publishing. On completion of the course, students will be able to develop, test, debug, and publish working mobile applications.</td>
</tr>
<tr>
<td>MBL 408</td>
<td>IOS MOBILE IMPLEMENTATION</td>
<td>3</td>
<td>This course will continue to build on the fundamentals covered in iOS Mobile Development. Topics include web services, media, gaming, data integration, security, and distribution. Upon completion of the course, participants will be able to develop sophisticated mobile applications and distribute as well as monetize these apps.</td>
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<tr>
<td>MFCC 537</td>
<td>CHILD AND ADOLESCENT COUNSELING</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MFCC 551CA</td>
<td>LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY</td>
<td>3</td>
<td>This course covers legal and ethical responsibilities of the marriage and family counselor, including California state laws governing mental health professionals. Emphasis is placed on the current legal patterns and trends governing client rights, duty to warn, duty to protect, treatment of minors, parent consent, multiple relationships, and application in special situations and with special populations. Students learn how to interpret and act appropriately in a wide variety of ethical situations as well as recognize and explore the relationship between a practitioner’s sense of self and human values and his or her professional behavior and ethics.</td>
</tr>
<tr>
<td>MFCC 556</td>
<td>FAMILY SYSTEMS THEORY</td>
<td>3</td>
<td>This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories’ approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.</td>
</tr>
<tr>
<td>MFCC 561</td>
<td>FAMILY INTERVENTIONS</td>
<td>3</td>
<td>This course introduces fundamental concepts and practices that underlie couples and family therapy in human systems. It teaches an integrative approach to the treatment of the broad range of presenting problems that arise within marriage and family relationships. The course will introduce culture-specific interventions used for the treatment of culturally different families.</td>
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<tr>
<td>MFCC 566</td>
<td>ADVANCED MARRIAGE AND FAMILY THERAPY</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MFCC 567</td>
<td>SEMINAR IN MARRIAGE AND FAMILY COUNSELING</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MFCC 591</td>
<td>PRE-PRACTICUM IN MARRIAGE AND FAMILY COUNSELING</td>
<td>3</td>
<td>This course focuses on the assessment and continuing development of student counseling and clinical documentation skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing further development. Individualized practice sessions, case management skills, and feedback are designed into the course.</td>
</tr>
<tr>
<td>MFCC 591O</td>
<td>ORIENTATION TO PRACTICUM IN MARRIAGE AND FAMILY COUNSELING</td>
<td>0</td>
<td>This course is an orientation to the pre-practicum and practicum courses.</td>
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<tr>
<td>MFCC 592</td>
<td>PRACTICUM</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MFCC 597A</td>
<td>INTERNSHIP A</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MFCC 597B</td>
<td>INTERNSHIP B</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MFCC 597C</td>
<td>INTERNSHIP</td>
<td>3</td>
<td>Students in Arizona, Hawaii, and Nevada must take a third component course to complete the 300-hour (minimum) clinical experience, which has been divided into three fifteen-week parts (A, B, and C), and which comprises Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.</td>
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<tr>
<td>MFCC 599A</td>
<td>PRACTICUM IN MARRIAGE AND FAMILY COUNSELING A</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MFCC 599B</td>
<td>PRACTICUM IN MARRIAGE AND FAMILY COUNSELING B</td>
<td>3</td>
<td>Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.</td>
</tr>
<tr>
<td>MFCC 599C</td>
<td>PRACTICUM IN MARRIAGE AND FAMILY COUNSELING C</td>
<td>3</td>
<td>Practicum in Marriage and Family Counseling is a 600-hour clinical experience required of all MSC students. The practicum is divided into two 300-hour sections, each lasting 15 weeks (Nevada has three 200-hour sections). The practicum experience comprises Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they provide clinical services to clients under the direction of an approved licensed agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.</td>
</tr>
<tr>
<td>MGT 230</td>
<td>MANAGEMENT THEORY AND PRACTICE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MGT 312</td>
<td>ORGANIZATIONAL BEHAVIOR FOR MANAGERS</td>
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<td>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 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, and describe the relationship between job satisfaction and job performance, and the relationship between the human resource function and organizational development.</td>
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<tr>
<td>MGT 312T</td>
<td>ORGANIZATIONAL BEHAVIOR FOR MANAGERS</td>
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<td>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.</td>
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<tr>
<td>MGT 314</td>
<td>HOSPITALITY ENTREPRENEURSHIP</td>
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<td>This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.</td>
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<tr>
<td>MGT 330</td>
<td>MANAGEMENT THEORY, PRACTICE, AND APPLICATION</td>
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<td>This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.</td>
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<td>MGT 362</td>
<td>CHANGE MANAGEMENT AND IMPLEMENTATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MGT 362T</td>
<td>CHANGE MANAGEMENT AND IMPLEMENTATION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MGT 401</td>
<td>SMALL BUSINESS: STRUCTURE, PLANNING, FUNDING</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MGT 411</td>
<td>INNOVATIVE AND CREATIVE BUSINESS THINKING</td>
<td>3</td>
<td>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.</td>
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<td>MGT 418</td>
<td>EVALUATING NEW BUSINESS OPPORTUNITIES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MGT 420</td>
<td>MANAGING QUALITY IN THE SUPPLY CHAIN</td>
<td>3</td>
<td>This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.</td>
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<tr>
<td>MGT 434</td>
<td>EMPLOYMENT LAW</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MGT 445</td>
<td>ORGANIZATIONAL NEGOTIATIONS</td>
<td>3</td>
<td>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.</td>
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<td>MGT 448</td>
<td>GLOBAL BUSINESS STRATEGIES</td>
<td>3</td>
<td>The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.</td>
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<tr>
<td>MGT 465</td>
<td>SMALL BUSINESS AND ENTREPRENEURIAL PLANNING</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MGT 498</td>
<td>STRATEGIC MANAGEMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MGT 521</td>
<td>MANAGEMENT</td>
<td>3</td>
<td>This course allows students to explore the competencies of successful managers to understand the functions of business. Students develop an increased awareness of management theories, business processes, and of their own perceptions and values in order to manage and communicate with others more effectively. Other topics include graduate business program goals, argument construction, decision making, collaboration, and academic research.</td>
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<td>MGT 521T</td>
<td>MANAGEMENT</td>
<td>3</td>
<td>This course allows students to explore the competencies of successful managers to understand the functions of business. Students develop an increased awareness of management theories, business processes, and of their own perceptions and values in order to manage and communicate with others more effectively. Other topics include graduate business program goals, argument construction, decision making, collaboration, and academic research.</td>
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<tr>
<td>MGT 526</td>
<td>MANAGING IN A CHANGING ENVIRONMENT</td>
<td>3</td>
<td>This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges.</td>
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<tr>
<td>MGT 527</td>
<td>CONSULTING</td>
<td>3</td>
<td>This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.</td>
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<tr>
<td>MGT 538</td>
<td>MANAGING IN A CROSS-CULTURAL ENVIRONMENT</td>
<td>3</td>
<td>This course prepares students on how to manage across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and inclusion within a cross-border organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.</td>
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<td>MGT 576</td>
<td>OPPORTUNITY EVALUATION AND VALUE CREATION</td>
<td>3</td>
<td>This course examines the processes of identifying, exploring, and exploiting opportunities for value creation—economic, social and/or environmental value. 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.</td>
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<tr>
<td>MGT 598</td>
<td>CONSULTING PROJECT</td>
<td>3</td>
<td>This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.</td>
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<tr>
<td>MGT 711</td>
<td>STRATEGIC OPPORTUNITIES IN AN INTERNET-BASED GLOBAL ECONOMY</td>
<td>3</td>
<td>This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business and management models, evaluating and summarizing the macroeconomic and societal factors that contribute to the success of business strategy in a global environment. Outcomes include developing a strategic e-business plan and creating solutions and recommendations for global e-businesses.</td>
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<tr>
<td>MGT 716</td>
<td>MANAGEMENT PHILOSOPHIES</td>
<td>3</td>
<td>Completion of this research-based course will empower learners to explore, analyze, and critically evaluate historical and current management philosophies and theories. The course focus is on understanding, designing, and executing sustainable management strategies that meet the demands of domestic and global competition.</td>
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<td>MGT 721</td>
<td>MANAGING THE RISKS IN A GLOBAL ENVIRONMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MGT 726</td>
<td>EMERGING MANAGERIAL PRACTICES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MGT 736</td>
<td>CONTEMPORARY SYSTEMS MANAGEMENT</td>
<td>3</td>
<td>Upon completion of this course, students will be prepared to manage and lead complex organizations through strategic decision making, resulting in business plans. Students focus on extended systems and theoretical and practical frameworks for systematically managing organizations.</td>
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<tr>
<td>MGT BC 576</td>
<td>OPPORTUNITY EVALUATION AND VALUE CREATION</td>
<td>3</td>
<td>This course examines the processes of identifying, exploring, and exploiting opportunities for value. You will learn how to create value within a large organization or entrepreneurial venture. This is a critical skill enabling entrepreneurial thinking. You will be exposed to different types of strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings. Competency 28: The student will evaluate opportunities to add economic, social, and environmental value for an organization. Competency 29: The student will evaluate competitive advantages and value-creating opportunities for organizations. Competency 30: The student will develop a value-creation strategy for an organization.</td>
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<td>MGTCB 526</td>
<td>MANAGING IN A CHANGING ENVIRONMENT</td>
<td>3</td>
<td>This course covers the skills and techniques managers need to provide leadership and direction within a changing organizational environment. Students will examine fast-paced changes including evolving demographics and emerging technologies and how they relate to innovative talent management, leadership, and managerial responses to addressing future organizational challenges. Competency 1: The student will analyze the needs of organizations within a changing global business environment. Competency 2: The student will align operational needs with business strategies. Competency 3: The student will explain how evolving demographics and emerging technologies transform organizations.</td>
</tr>
<tr>
<td>MGTCB 576</td>
<td>OPPORTUNITY EVALUATION AND VALUE CREATION</td>
<td>3</td>
<td>This course examines the processes of identifying, exploring, and exploiting opportunities for value. You will learn how to create value within a large organization or entrepreneurial venture. This is a critical skill enabling entrepreneurial thinking. You will be exposed to different types of strategic thinking, creation of competitive advantage, monitoring of entrepreneurial opportunities, alliances, acquisitions, and restructurings. Competency 28: The student will evaluate opportunities to add economic, social, and environmental value for an organization. Competency 29: The student will evaluate competitive advantages and value-creating opportunities for organizations. Competency 30: The student will develop a value-creation strategy for an organization.</td>
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<tr>
<td>MHA 505</td>
<td>SYSTEMS THINKING IN HEALTH CARE ENVIRONMENTS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MHA 506</td>
<td>ETHICAL MARKETING: THE NEW HEALTH CARE ECONOMICS</td>
<td>3</td>
<td>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.</td>
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<td>MHA 507</td>
<td>LEVERAGING INFORMATICS IN THE HEALTH SECTOR</td>
<td>3</td>
<td>The learner will determine how best to &quot;tell the story&quot; 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.</td>
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<tr>
<td>MHA 508</td>
<td>NAVIGATING THE REGULATORY ENVIRONMENT IN HEALTH CARE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MHA 515</td>
<td>SCANNING THE HEALTH SECTOR AS AN INDUSTRY EXPERT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MHA 516</td>
<td>OPERATING IN STRUCTURE: HEALTH SECTOR POLICY AND GOVERNANCE</td>
<td>3</td>
<td>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.</td>
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<td>MHA 520</td>
<td>SECTOR STAKEHOLDERS: IDENTIFYING AND CULTIVATING ALLIANCES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MHA 542</td>
<td>LEADING WITH AUTHENTICITY IN THE HEALTH SECTOR</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MHA 543</td>
<td>TACKLING THE TALENT WAR IN THE HEALTH SECTOR</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MHA 560</td>
<td>CREATING A SUSTAINABLE LEGACY: HEALTHY COMMUNITIES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MHA 598</td>
<td>LEVERAGING RESULTS TO BUILD BRAND IN THE HEALTH SECTOR</td>
<td>3</td>
<td>Learners will examine strategies for successfully elevating the role of the health care organization through a well-defined &quot;brand&quot;. 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.</td>
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<tr>
<td>MHA 599</td>
<td>CAPSTONE: LEADING THE ORGANIZATION THROUGH CHANGE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MKT 310</td>
<td>PERSONAL SELLING</td>
<td>3</td>
<td>This course provides students with the tools and techniques necessary to understand the personal sales process. After completion of this course, students will be able to create a personal sales presentation, describe sales negotiations, compare and contrast the categories of prospect objections, summarize the elements of the closing process, and identify ethical frameworks associated with sales professional associations.</td>
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<tr>
<td>MKT 320</td>
<td>BUSINESS-TO-BUSINESS SALES MANAGEMENT</td>
<td>3</td>
<td>This course provides students with an understanding of the business-to-business selling relationship and the challenges associated with maintaining these relationships. After the completion of this course, students will be able to describe the complexities of business-to-business selling relationships, create presentations to address the variety of audiences in the business-to-business setting, examine legal issues associated with business-to-business selling, and evaluate the ethical considerations of relationship building behavior within a business-to-business sales relationship.</td>
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<td>MKT 360</td>
<td>SALES FORCE MANAGEMENT</td>
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<td>This course provides students with an overview of the functions and activities related to managing a sales force. After the completion of this course, students will be able to summarize the responsibilities of a sales manager, evaluate the techniques used to recruit sales force candidates, describe sales territory strategies, examine the methods used in lead generation, and explain the approaches used to forecast sales performance information.</td>
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<td>MKT 421</td>
<td>MARKETING</td>
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<td>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.</td>
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<td>MKT 421T</td>
<td>MARKETING</td>
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<td>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.</td>
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<td>MKT 431</td>
<td>SMALL BUSINESS MARKETING</td>
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<td>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.</td>
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<td>MKT 435</td>
<td>CONSUMER BEHAVIOR</td>
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<td>MKT 438</td>
<td>PUBLIC RELATIONS</td>
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<td>and ethics and public relations.</td>
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<td>MKT 440</td>
<td>FUNDAMENTALS OF DIGITAL</td>
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<td>MKT 441</td>
<td>MARKETING RESEARCH</td>
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<td>MKT 443</td>
<td>SOCIAL MEDIA MARKETING</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MKT 444</td>
<td>HOSPITALITY MARKETING</td>
<td>3</td>
<td>This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.</td>
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<td>MKT 446</td>
<td>SEARCH ENGINE OPTIMIZATION</td>
<td>3</td>
<td>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.</td>
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<td>MKT 447</td>
<td>ADVERTISING AND CREATIVE STRATEGY</td>
<td>3</td>
<td>This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.</td>
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<td>MKT 448</td>
<td>WEB ANALYTICS FOR DIGITAL MARKETING</td>
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<td>This course prepares students to understand the appropriate web analytics technologies associated with digital marketing and the key performance indicators and metrics used to determine performance. After completion of this course, students will be able to determine appropriate key performance indicators, apply analytics to segmented strategies, create web analytics reports, and understand research and testing in social media analytics.</td>
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<td>MKT 468</td>
<td>CUSTOMER RELATIONSHIP MANAGEMENT</td>
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<td>This course provides an overview of the sales management process, with an emphasis on the importance of developing the skills, attitudes, and thinking patterns needed in order to win customer satisfaction and loyalty. Specific behaviors, techniques, leadership styles, performance evaluation metrics, and future directions are provided to maximize professional success.</td>
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<td>MKT 498</td>
<td>INTEGRATED MARKETING STRATEGY</td>
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<td>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.</td>
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<td>MKT 544</td>
<td>INTEGRATED MARKETING COMMUNICATIONS</td>
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<td>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.</td>
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<td>MKT 554</td>
<td>CONSUMER BEHAVIOR</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MKT 562</td>
<td>ADVANCED INTERNATIONAL MARKETING</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>MKT 571</td>
<td>MARKETING</td>
<td>3</td>
<td>This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.</td>
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<tr>
<td>MKT 574</td>
<td>MARKETING: SOCIAL, MOBILE, AND ANALYTICS</td>
<td>3</td>
<td>This course examines the marketing process, marketing research, product development innovation, pricing strategy, distribution, advertising and promotion, and strategic marketing issues. Special emphasis will be placed on the analytical and digital aspects of marketing management. Students will be able to apply industry knowledge to navigate digital marketing topics and evaluate impact.</td>
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<td>MKT 575</td>
<td>MARKETING STRATEGY</td>
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<td>This course prepares students to manage the marketing process. Using creative problem-solving and decision-making skills, students will learn to identify market trends, prepare an industry analysis, and plan a marketing strategy to achieve organizational goals. Students will also become familiar with the concepts of consumer behavior, competitive advantage, branding, target market opportunities, and market differentiation and positioning.</td>
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<td>MKT 578</td>
<td>PUBLIC RELATIONS</td>
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<td>This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations, promotion, public relations tools, publicity, and ethics.</td>
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<td>MKT 593</td>
<td>PRODUCT DESIGN AND DEVELOPMENT</td>
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<td>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.</td>
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<td>MKT 711</td>
<td>MARKETING AND MANAGING THE CUSTOMER RELATIONSHIP</td>
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<td>This course evaluates how organizations manage relationships with their customers and apply research-based marketing information to the development and marketing of products and services tailored to target customers. Topics include market segmentation, target marketing, delivering superior value, relationship marketing, ethics, and marketing strategy.</td>
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<td>MKTCB 574</td>
<td>MARKETING: SOCIAL, MOBILE, AND ANALYTICS</td>
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<td>MPA 503</td>
<td>PUBLIC ADMINISTRATION INSTITUTIONS AND PROCESSES</td>
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<td>MPA 533</td>
<td>LEADING ORGANIZATIONAL CHANGE IN THE PUBLIC SECTOR</td>
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<tr>
<td>MPA 543</td>
<td>DATA ANALYSIS FOR PUBLIC POLICY AND MANAGEMENT</td>
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In this course, you learn to develop marketing strategies, consider how to communicate value to target markets, learn the importance of branding, and look at marketing through digital and social media lenses and the relevance of legacy marketing approaches. You will practice these concepts and apply them by creating your own strategic marketing plan. Your strategic marketing plan is an important preparation for your capstone course, where you will assemble a complete business plan. Competency 19: The student will develop marketing strategies to promote products and services. Competency 20: The student will evaluate marketing communications channels to attract buyers and increase customer loyalty. Competency 21: The student will analyze the role of market research and data analytics in marketing planning.

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.

This course prepares students to lead change in the public sector. Students will apply leadership theories in the public sector considering the unique role of shared decision making between appointed and elected officials in a political environment. Other topics include culture in the public sector, power, group behavior, financial and nonfinancial motivation, and workplace conflict.

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.
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<td>MPA 553</td>
<td>PUBLIC FINANCE</td>
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<td>This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics include, at the state and local level, revenue sources, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and basic micro- and macroeconomic variables.</td>
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<td>MPA 563</td>
<td>PUBLIC BUDGETING</td>
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<td>In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.</td>
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<td>MPA 573</td>
<td>PROGRAM EVALUATION</td>
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<td>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.</td>
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<td>MPA 583</td>
<td>PUBLIC POLICY PLANNING AND IMPLEMENTATION</td>
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<td>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.</td>
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<td>MPA 593</td>
<td>PUBLIC ADMINISTRATION APPLIED PROJECT</td>
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<td>MPA TM543</td>
<td>LEVERAGING TECHNOLOGY IN THE PUBLIC SECTOR</td>
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<td>MPH 510</td>
<td>PUBLIC HEALTH PROFESSIONAL PRACTICE</td>
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<td>MPH 520</td>
<td>SOCIAL AND BEHAVIORAL ASPECTS OF PUBLIC HEALTH</td>
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<td>EPIDEMIOLOGY CONCEPTS AND PUBLIC HEALTH DISEASES</td>
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<td>ENVIRONMENTAL AND OCCUPATIONAL HEALTH MANAGEMENT</td>
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<td>MPH 550</td>
<td>PUBLIC HEALTH STATISTICS</td>
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<td>PUBLIC HEALTH SYSTEMS AND SERVICES ADMINISTRATION</td>
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<td>MPH 570</td>
<td>PUBLIC HEALTH POLICY AND LEADERSHIP</td>
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<td>MPH 600</td>
<td>COMMUNITY RESILIENCY AND RESPONSE PREPAREDNESS</td>
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<td>MPH 601</td>
<td>PUBLIC HEALTH PROMOTION AND EDUCATION</td>
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<td>MPH 602</td>
<td>PUBLIC HEALTH COMMUNICATION AND ADVOCACY</td>
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<td>MPH 603</td>
<td>RACE AND ETHNICITY DETERMINANTS OF HEALTH</td>
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<td>MPH 604</td>
<td>SPECIAL TOPICS IN PUBLIC HEALTH</td>
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<td>MPH 680</td>
<td>COMMUNITY HEALTH LEADERSHIP EXPERIENCE I</td>
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<td>MPH 690</td>
<td>COMMUNITY HEALTH LEADERSHIP EXPERIENCE II</td>
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<td>MTE 001</td>
<td>Orientation to Teacher Education</td>
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<td>MTE 501</td>
<td>THE ART AND SCIENCE OF TEACHING</td>
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<td>ORIENTATION TO ALTERNATIVE PATHWAY CERTIFICATE</td>
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<td>MTE 506</td>
<td>CHILD AND ADOLESCENT DEVELOPMENT</td>
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<td>MTE 507</td>
<td>ORIENTATION TO TEACHER EDUCATION</td>
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<td>MTE 507CA</td>
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<td>MTE 510</td>
<td>Professional Knowledge, Skills, and Dispositions</td>
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<td>MTE 511</td>
<td>Child/Adolescent Growth, Development, and Learning</td>
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<td>MTE 512</td>
<td>Teaching the Exceptional Learner</td>
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<td>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.</td>
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<td>MTE 513</td>
<td>Evaluation and Data Literacy</td>
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<td>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.</td>
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<td>MTE 516</td>
<td>Foundations of the Professional Educator</td>
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<td>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 will explore basic philosophies, professionalism, and legal and ethical ramifications in education.</td>
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<td>MTE 517</td>
<td>TECHNOLOGY INTEGRATION FOR EDUCATORS</td>
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<td>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.</td>
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<td>MTE 518</td>
<td>MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES</td>
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<td>MTE 522</td>
<td>MAINTAINING AN EFFECTIVE LEARNING CLIMATE</td>
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<td>MTE 522CA</td>
<td>MAINTAINING AN EFFECTIVE LEARNING CLIMATE FOR ELEM SETTINGS</td>
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<td>MTE 523</td>
<td>MAINTAINING AN EFFECTIVE LEARNING CLIMATE</td>
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<td>MTE 523CA</td>
<td>MAINTAINING AN EFFECTIVE LEARNING CLIMATE</td>
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<tr>
<td>MTE 528CA</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: VISUAL ARTS</td>
<td>3</td>
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<tr>
<td>MTE 529</td>
<td>READING AND PHONOLOGICAL THEORY</td>
<td>2</td>
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<td>MTE 531</td>
<td>CURRICULUM CONST &amp; ASSMT: HISTORY/SOCIAL SCIENCE</td>
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<td>MTE 533</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SCIENCE AND MATHEMATICS</td>
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<td>MTE 534</td>
<td>CURRICULUM CONST &amp; ASSEMT: VISUAL AND PERFORMING ARTS</td>
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<tr>
<td>MTE 536</td>
<td>CHILDREN'S LITERATURE</td>
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<tr>
<td>MTE 537</td>
<td>CURRICULUM CONST &amp; ASSEMT: PHYSICAL EDUCATION and HEALTH</td>
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<td>Course Code</td>
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<tr>
<td>MTE 541CA</td>
<td>LANGUAGE DEVELOPMENT FOR SECONDARY SETTINGS</td>
<td>2</td>
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<tr>
<td>MTE 551</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: PHYSICAL EDUCATION</td>
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<tr>
<td>MTE 556</td>
<td>CURR CONSTR &amp; ASSESS: DISTANCE ED METHODS FOR SEC SCHOOLS</td>
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<td>MTE 559</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY METHODS</td>
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<tr>
<td>MTE 562</td>
<td>ASSESSMENT AND EVALUATION</td>
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<td>MTE 564CA</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY MATHEMATICS</td>
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<tr>
<td>MTE 566</td>
<td>CURRICULUM CONST &amp; ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS</td>
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<tr>
<td>MTE 566CA</td>
<td>CURRICULUM CONST &amp; ASSMT: SECONDARY ENGLISH/LANGUAGE ARTS</td>
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<td>MTE 567</td>
<td>CURRICULUM CONST &amp; ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE</td>
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<td>MTE 567CA</td>
<td>CURRICULUM CONST &amp; ASSMT: SECONDARY HISTORY/SOCIAL SCIENCE</td>
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<td>MTE 569</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE</td>
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<td>MTE 569CA</td>
<td>CURRICULUM CONSTRUCTS AND ASSESSMENT: SECONDARY SCIENCE</td>
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<td>MTE 583</td>
<td>STUDENT TEACHING</td>
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<td>MTE 586</td>
<td>STUDENT TEACHING, PART A</td>
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<td>MTE 587</td>
<td>STUDENT TEACHING, PART B</td>
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<td>MTH 110</td>
<td>HISTORY OF MATHEMATICS</td>
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<tr>
<td>MTH 210</td>
<td>FUNDAMENTALS OF GEOMETRY</td>
<td>3</td>
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<tr>
<td>MTH 213</td>
<td>Mathematics for Elementary Educators I</td>
<td>3</td>
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<tr>
<td>MTH 214</td>
<td>Mathematics for Elementary Educators II</td>
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<td>MTH 215</td>
<td>QUANTITATIVE REASONING I</td>
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<tr>
<td>MTH 215T</td>
<td>QUANTITATIVE REASONING I</td>
<td>3</td>
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<tr>
<td>MTH 216</td>
<td>QUANTITATIVE REASONING II</td>
<td>3</td>
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<tr>
<td>MTH 216T</td>
<td>QUANTITATIVE REASONING II</td>
<td>3</td>
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<tr>
<td>MTH 217</td>
<td>STATISTICS I</td>
<td>3</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>MTH 218</td>
<td>STATISTICS II</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>MTH 219</td>
<td>INTRODUCTION TO COLLEGE ALGEBRA</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>MTH 219T</td>
<td>INTRODUCTION TO COLLEGE ALGEBRA</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>MTH 220</td>
<td>COLLEGE ALGEBRA</td>
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<td></td>
<td>This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.</td>
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<tr>
<td>MTH 220T</td>
<td>COLLEGE ALGEBRA</td>
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<tr>
<td></td>
<td>This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, and series.</td>
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<tr>
<td>MTH 221</td>
<td>DISCRETE MATH FOR INFORMATION TECHNOLOGY</td>
<td>3</td>
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<td>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.</td>
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<td>MTH 280</td>
<td>CALCULUS I</td>
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<td>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.</td>
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<td>MTH 290</td>
<td>CALCULUS II</td>
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<td>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.</td>
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<tr>
<td>MTH 360</td>
<td>LINEAR ALGEBRA</td>
<td>3</td>
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<tr>
<td>MTH 380</td>
<td>CALCULUS III</td>
<td>3</td>
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<tr>
<td>MTH 463</td>
<td>APPLIED STATISTICS</td>
<td>3</td>
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<tr>
<td>MTH 466</td>
<td>PROBABILITY AND STATISTICS I</td>
<td>3</td>
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<tr>
<td>MTH 530</td>
<td>LINEAR ALGEBRA</td>
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<tr>
<td>MTH 535</td>
<td>GEOMETRY</td>
<td>3</td>
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<td>MTH 540</td>
<td>STATISTICS</td>
<td>3</td>
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<tr>
<td>MTH 575</td>
<td>MATHEMATICS INSTRUCTION FOR SPECIAL EDUCATION</td>
<td>3</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>NRP 505</td>
<td>ROLE OF ADVANCED PRACTICE NURSE</td>
<td>3</td>
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<td>This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.</td>
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<tr>
<td>NRP 507</td>
<td>ADVANCED PHARMACOLOGY</td>
<td>4</td>
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<td>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.</td>
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<tr>
<td>NRP 508</td>
<td>HEALTH POLICY AND ROLE OF THE ADVANCED PRACTICE NURSE</td>
<td>4</td>
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<td></td>
<td>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.</td>
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<tr>
<td>NRP 511</td>
<td>ADVANCED PATHOPHYSIOLOGY</td>
<td>4</td>
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<td>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.</td>
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<tr>
<td>NRP 513</td>
<td>CLINICAL APPLICATIONS OF THEORY AND RESEARCH</td>
<td>4</td>
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<tr>
<td>NRP 516</td>
<td>ADVANCED HEALTH ASSESSMENT</td>
<td>4</td>
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<tr>
<td>NRP 531</td>
<td>ADVANCED HEALTH ASSESSMENT I</td>
<td>4</td>
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<tr>
<td>NRP 540</td>
<td>MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS</td>
<td>5</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>NRP 543</td>
<td>MANAGEMENT OF PEDIATRIC AND ADOLESCENT POPULATIONS</td>
<td>4</td>
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<tr>
<td>NRP 545A</td>
<td>ADULT AND GERIATRIC MANAGEMENT</td>
<td>4</td>
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<tr>
<td>NRP 545B</td>
<td>ADULT AND GERIATRIC MANAGEMENT</td>
<td>4</td>
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<td>NRP 552</td>
<td>CLINICAL PROCEDURES</td>
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<tr>
<td>NRP 555</td>
<td>ADULT AND GERIATRIC MANAGEMENT I</td>
<td>4</td>
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<td>NRP 556</td>
<td>ADULT AND GERIATRIC MANAGEMENT II</td>
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<tr>
<td>NRP 560</td>
<td>MANAGEMENT OF WOMEN’S HEALTH ISSUES</td>
<td>4</td>
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<tr>
<td>NRP 563</td>
<td>MANAGEMENT OF WOMEN’S HEALTH ISSUES</td>
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<td>NRP 566</td>
<td>PRECEPTORSHIP</td>
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<td>NRP 571</td>
<td>ADVANCED HEALTH ASSESSMENT II AND CLINICAL PROCEDURES</td>
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<tr>
<td>NRP 590</td>
<td>FINAL PRECEPTORSHIP</td>
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<td>NSE 721</td>
<td>THEORIES OF NURSING EDUCATION</td>
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<tr>
<td>NSE 722</td>
<td>INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT</td>
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<tr>
<td>NSE 723</td>
<td>MEASUREMENT AND EVALUATION</td>
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<tr>
<td>NSG 302</td>
<td>PROFESSIONAL CONTEMPORARY NURSING ROLE AND PRACTICE</td>
<td>3</td>
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<tr>
<td>NSG 320</td>
<td>PROFESSIONAL NURSING ROLE</td>
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<tr>
<td>NSG 321</td>
<td>TRANSITION TO BACCALAUREATE NURSING</td>
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<tr>
<td>NSG 330</td>
<td>PHYSICAL ASSESSMENT</td>
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<td>NSG 331</td>
<td>HEALTH ASSESSMENT</td>
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<td>NSG 340</td>
<td>MEDICAL/SURGICAL NURSING I: ACUTE</td>
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<tr>
<td>NSG 341</td>
<td>CARE OF THE MEDICAL-SURGICAL PATIENT</td>
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<td></td>
<td><strong>This course prepares students to function as registered nurses in the care of medical-surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.</strong></td>
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<tr>
<td>NSG 345</td>
<td>MEDICAL/SURGICAL NURSING II: COMPLEX AND GERIATRICS</td>
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<td><strong>This course focuses on the care of patients with chronic and complex medical/surgical conditions. Students will develop their role of the generalist RN in assessing and managing the continuum of care with the adult and geriatric patient. Students are required to successfully complete 75 clinical hours to pass the course. Clinical hours include immersive simulation learning.</strong></td>
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<tr>
<td>NSG 347</td>
<td>CARE OF THE MEDICAL-SURGICAL PATIENT II</td>
<td>6</td>
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<td></td>
<td><strong>This course continues to prepare students to function as registered nurses in the care of medical-surgical patients. Critical thinking, clinical judgment, and evidence-based decision making in the management of safe patient care are emphasized.</strong></td>
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<td>NSG 400</td>
<td>THEORETICAL BASIS FOR NURSING PRACTICE</td>
<td>3</td>
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<td><strong>This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Watson's theory of human caring and its practical applications to practice. The taxonomies of nursing diagnosis, nursing interventions classification, and nursing outcomes classifications are introduced. The course examines the application of theories to nursing practice.</strong></td>
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<tr>
<td>NSG 401</td>
<td>THEORY APPLICATION IN NURSING PRACTICE</td>
<td>2</td>
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<tr>
<td>NSG 410</td>
<td>PSYCHIATRIC AND MENTAL HEALTH NURSING</td>
<td>3</td>
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<tr>
<td>NSG 411</td>
<td>CARE OF THE MENTAL HEALTH PATIENT</td>
<td>4</td>
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<tr>
<td>NSG 416</td>
<td>THEORETICAL DEVELOPMENT AND CONCEPTUAL FRAMEWORKS</td>
<td>3</td>
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<td>NSG 420</td>
<td>COMMUNITY AND FAMILY NURSING</td>
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<td>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.</td>
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<tr>
<td>NSG 421</td>
<td>CARE OF THE FAMILY AND COMMUNITY</td>
<td>4</td>
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<td></td>
<td>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.</td>
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<td>NSG 426</td>
<td>INTEGRITY IN PRACTICE: ETHIC AND LEGAL CONSIDERATIONS</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>NSG 430</td>
<td>EVIDENCE-BASED PRACTICE &amp; INFORMATION TECH IN HEALTH CARE</td>
<td>4</td>
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<td>Students will compare and contrast nursing research and evidence-based practice. The focus of the course examines nursing practices related to patient safety and quality of patient care. Impact of technology in health care delivery will be explored in relation to patient safety. Students are required to successfully complete 15 clinical hours to pass the course.</td>
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<td>NSG 431</td>
<td>EVIDENCE-BASED PRACTICE AND INFORMATICS</td>
<td>3</td>
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<td>NSG 435</td>
<td>MATERNAL - CHILD NURSING</td>
<td>4</td>
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<tr>
<td>NSG 436</td>
<td>CARE OF THE MATERNAL-CHILD PATIENT</td>
<td>4</td>
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<tr>
<td>NSG 440</td>
<td>PEDIATRIC NURSING</td>
<td>4</td>
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<tr>
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<tr>
<td>NSG 441</td>
<td>CARE OF THE PEDIATRIC PATIENT</td>
<td>4</td>
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<tr>
<td>NSG 447</td>
<td>CARE OF THE COMPLEX MEDICAL-SURGICAL PATIENT</td>
<td>6</td>
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<tr>
<td>NSG 450</td>
<td>EPIDEMIOLOGY AND GLOBAL HEALTH</td>
<td>3</td>
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<tr>
<td>NSG 451</td>
<td>PROFESSIONAL NURSING LEADERSHIP PERSPECTIVES</td>
<td>3</td>
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<tr>
<td>NSG 452</td>
<td>PUBLIC AND GLOBAL HEALTH</td>
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<td>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.</td>
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<tr>
<td>NSG 456</td>
<td>RESEARCH OUTCOMES MANAGEMENT FOR THE PRACTICING NURSE</td>
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<td>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.</td>
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<td>NSG 468</td>
<td>INFLUENCING QUALITY WITHIN HEALTHCARE</td>
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<td>This course examines quality management processes, functions, and tools that improve health systems and outcomes. Topics include nursing sensitive indicators, core measures, Quality &amp; Safety Education for Nurses (QSEN) competencies, and legislative mandates. Key concepts are patient safety, quality improvement, and accountability to quality performance.</td>
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<td>NSG 470</td>
<td>NURSING LEADERSHIP AND MANAGEMENT</td>
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<td>This course emphasizes leadership and management theory including systems theory, leadership styles, and organizational change in a variety of health care settings. The course provides students with tools to assume various responsibilities in delegation, managing change, and patient advocacy. Students are required to successfully complete 60 clinical hours to pass the course. Clinical hours include immersive simulation learning.</td>
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<tr>
<td>NSG 471</td>
<td>NURSING LEADERSHIP AND MANAGEMENT</td>
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<td>NSG 478</td>
<td>PROMOTING HEALTHY COMMUNITIES</td>
<td>4</td>
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<tr>
<td>NSG 478CA</td>
<td>Promoting Healthy Communities</td>
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<tr>
<td>NSG 480</td>
<td>NURSING SYNTHESIS</td>
<td>4</td>
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<td>NSG 481</td>
<td>INFLUENCING NURSING PRACTICE</td>
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<td>NSG 482</td>
<td>PROMOTING HEALTHY COMMUNITIES</td>
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<tr>
<td>NSG 482CA</td>
<td>Promoting Healthy Communities</td>
<td>3</td>
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<tr>
<td>NSG 485</td>
<td>PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION</td>
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<tr>
<td>NSG 485CA</td>
<td>Public Health: Health Promotion and Disease Prevention</td>
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<td>NSG 486</td>
<td>PUBLIC HEALTH: HEALTH PROMOTION AND DISEASE PREVENTION</td>
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<tr>
<td>NSG 486CA</td>
<td>Public Health: Health Promotion and Disease Prevention</td>
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<td>NSG 495</td>
<td>SENIOR LEADERSHIP PROJECT</td>
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<td>NSG 498</td>
<td>SENIOR LEADERSHIP PRACTICUM</td>
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<td>NSG 501</td>
<td>PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY I</td>
<td>3</td>
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<tr>
<td>NSG 502</td>
<td>PATHOPHYSIOLOGY, ASSESSMENT VARIABLES AND PHARMACOLOGY II</td>
<td>3</td>
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<tr>
<td>NSG 511</td>
<td>CONTEMPORARY NURSING PRACTICE</td>
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<td>NSG 512</td>
<td>NURSING RESEARCH</td>
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<td>This course focuses on the role of the graduate nurse in research processes and evidence-based nursing practice. The key concepts focus on the process of translating knowledge influenced from quantitative and qualitative research into clinical guidelines. Topics include research methodologies and designs, statistical measures, data analysis, and the role of the nurse as scientist.</td>
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<td>NSG 513</td>
<td>INTER-PROFESSIONAL LEADERSHIP AND MANAGEMENT</td>
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<td>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.</td>
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<td>NSG 514</td>
<td>HEALTH LAW, POLICY, ETHICS, AND GLOBAL TRENDS</td>
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<td>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.</td>
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<td>NSG 516AD</td>
<td>PRACTICUM I</td>
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<td>The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.</td>
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<td>NSG 516ED</td>
<td>PRACTICUM I</td>
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<td>NSG 516IN</td>
<td>PRACTICUM I</td>
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<tr>
<td>NSG 517AD</td>
<td>PRACTICUM II</td>
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<td>NSG 517ED</td>
<td>PRACTICUM II</td>
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<tr>
<td>NSG 517IN</td>
<td>PRACTICUM II</td>
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<td>The capstone experience for the Master of Nursing programs is offered through a set of two (3-credit, 30-practicum hour) courses: NSG/516 and NSG/517. Together, these courses guide the student through the following stages of the practicum project; needs assessment, development plan, implementation, deconstruction, evaluation, and dissemination.</td>
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<td>NSG 531</td>
<td>PROGRAM AND COURSE DEVELOPMENT</td>
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<td>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.</td>
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<td>NSG 532</td>
<td>INNOVATIVE CURRICULUM DESIGN</td>
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<td>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.</td>
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<td>NSG 533</td>
<td>EDUCATIONAL ASSESSMENT AND EVALUATION</td>
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<td>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.</td>
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<td>NSG 534</td>
<td>FACILITATING ENGAGED LEARNING</td>
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<td>NSG 536</td>
<td>Practicum Elective I</td>
<td>3</td>
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<tr>
<td>NSG 537</td>
<td>Practicum Elective II</td>
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<td>NSG 541</td>
<td>DATA ANALYSIS AND MANAGEMENT</td>
<td>3</td>
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<td>NSG 542</td>
<td>INFORMATION WORKFLOW</td>
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<td>NSG 543</td>
<td>DATABASE MANAGEMENT</td>
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<td>NSG 544</td>
<td>EVALUATION AND APPLICATION OF INFORMATION</td>
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<td>NSG 545</td>
<td>ASSESSMENT, MEASUREMENT, AND EVALUATION</td>
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<td>NSG 547</td>
<td>HUMAN RESOURCES MANAGEMENT</td>
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<tr>
<td>NSG 550</td>
<td>ROLE OF THE NURSE ADMINISTRATOR</td>
<td>3</td>
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<tr>
<td>NSG 557</td>
<td>ORGANIZATIONAL DYNAMICS AND SYSTEMS THINKING</td>
<td>3</td>
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<tr>
<td>NSG 567</td>
<td>FINANCIAL RESOURCES MANAGEMENT IN HEALTH CARE</td>
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<td>NSG 577</td>
<td>CONTINUOUS QUALITY MONITORING AND OUTCOMES IMPROVEMENT</td>
<td>3</td>
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<td>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.</td>
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<td>NSG 580</td>
<td>PRACTICUM</td>
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<td>This capstone course integrates and synthesizes concepts addressed throughout the program. Students finalize and present a completed project including an implementation and evaluation plan. This course requires 80 hours of practicum.</td>
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<td>NTC 245</td>
<td>FOUNDATION OF LOCAL AREA NETWORKS</td>
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<td>This foundational course covers local area network topics, including rationale for networking. Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.</td>
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<td>NTC 248</td>
<td>FOUNDATIONS OF NETWORKING</td>
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<td>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.</td>
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<tr>
<td>NTC 255</td>
<td>STORAGE AND MANAGEMENT OF DATA</td>
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<tr>
<td>NTC 260</td>
<td>FOUNDATIONS OF CLOUD SERVICES</td>
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<tr>
<td>NTC 275</td>
<td>STORAGE MANAGEMENT CAPSTONE</td>
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<tr>
<td>NTC 300</td>
<td>CLOUD TECHNOLOGIES</td>
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<tr>
<td>NTC 302</td>
<td>NETWORK WEB SERVICES</td>
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<td>NTC 320</td>
<td>NETWORK DESIGN ASSOCIATE</td>
<td>3</td>
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<tr>
<td>NTC 324</td>
<td>WINDOWS SERVER CONFIGURATION</td>
<td>3</td>
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<td>NTC 326</td>
<td>ADMINISTERING WINDOWS SERVER</td>
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<tr>
<td>NTC 328</td>
<td>ADVANCED WINDOWS SERVICES</td>
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<tr>
<td>NTC 361</td>
<td>NETWORK AND TELECOMMUNICATIONS CONCEPTS</td>
<td>3</td>
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<tr>
<td>NTC 362</td>
<td>FUNDAMENTALS OF NETWORKING</td>
<td>3</td>
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<tr>
<td>NTC 405</td>
<td>TELECOMMUNICATIONS AND NETWORKING I</td>
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<td>NTC 406</td>
<td>TELECOMMUNICATIONS AND NETWORKING II</td>
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<td>NTC/406 provides analysis of multiple aspects of computer networking including the seven levels of the open systems interconnection (OSI) model which is the basis for analysis of network protocols. Each aspect of networking is analyzed with the related theory applied to specific applications in the industry.</td>
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<td>NTC 409</td>
<td>GLOBAL NETWORK ARCHITECTURE AND DESIGN</td>
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<td>This course addresses the fundamentals of network design and analysis with an emphasis on business network needs. The network design techniques necessary for Local Area Network (LAN) and Wide Area Network (WAN) implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.</td>
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<td>NTC 411</td>
<td>GLOBAL NETWORK MANAGEMENT, SUPPORT AND SECURITY</td>
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<td>This course broadens the concept of network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts, and the available tools to the network designer. The development and management of the relationships between the enterprise and the Wide Area Network (WAN) providers is discussed. Network security, disaster recovery, and business continuity planning is also addressed in this course.</td>
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<td>NTC 415</td>
<td>NETWORK INTEGRATION PROJECT</td>
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<td>The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality, will be applied. End-to-end performance criteria and service levels guarantees will be examined as a part of network design project. Network capabilities to handle varying types of traffic, from low speed data to large image files and streaming video and digital voice, will be explored.</td>
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<td>NTC 425</td>
<td>NETWORKING AND SECURITY IN HEALTH INFORMATION SYSTEMS</td>
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<td>This course covers the concepts of health information security and networking. Content includes governmental regulations, data security, and working with Health Information Exchange (HIE) systems. Coursework explores contingency planning, network architecture, hardware, and system security concepts.</td>
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<tr>
<td>NUR 443</td>
<td>EVIDENCE-BASED NURSING RESEARCH AND PRACTICE</td>
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<td>This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and use of research in nursing practice, evaluation of research, and conducting research.</td>
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<td>NUR 492</td>
<td>SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT</td>
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<td>This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program.</td>
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<tr>
<td>NUR 492CC</td>
<td>SENIOR PRACTICUM: LEADERSHIP AND MANAGEMENT</td>
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<td>This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program.</td>
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<td>NUR 550</td>
<td>ISSUES IN ADVANCED PRACTICE</td>
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<td>NUR 590A</td>
<td>NURSING PRACTICUM-A</td>
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<td>NUR 590B</td>
<td>NURSING PRACTICUM-B</td>
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<tr>
<td>NUR 598</td>
<td>RESEARCH UTILIZATION PROJECT</td>
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<td>NUR 703</td>
<td>THEORETICAL APPLICATIONS IN EVIDENCE-BASED PRACTICE</td>
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<td>This course examines the application of theoretical frameworks to different areas of nursing practice. Learners will demonstrate acquired competencies to evaluate and generate research at the doctoral level. Learners will be able to use research and evidence-based data to support decision-making processes.</td>
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<tr>
<td>OI 365</td>
<td>KNOWLEDGE MANAGEMENT AND INTELLECTUAL CAPITAL</td>
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<td>In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.</td>
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<td>OI 466</td>
<td>ORGANIZATIONAL INNOVATION INTEGRATED PROJECT</td>
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<td>This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.</td>
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<td>ONL 507</td>
<td>Digital Citizenship for Educators</td>
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<td>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.</td>
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<td>OPS 350</td>
<td>OPERATIONS MANAGEMENT</td>
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<td>OPS 400</td>
<td>BUSINESS PROCESS MANAGEMENT</td>
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<td>OPS 405</td>
<td>ENTERPRISE RESOURCE MANAGEMENT</td>
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<td>OPS 415</td>
<td>SYSTEMS THINKING AND PERFORMANCE MEASUREMENT</td>
<td>3</td>
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<td>OPS 420</td>
<td>OPERATIONS MANAGEMENT CAPSTONE</td>
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<td>OPS 571</td>
<td>OPERATIONS MANAGEMENT</td>
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<td>OPS 571T</td>
<td>OPERATIONS MANAGEMENT</td>
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<td>OPS 572</td>
<td>OPERATIONS MANAGEMENT IN HEALTH CARE</td>
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<td>OPS 574</td>
<td>CREATING VALUE THROUGH OPERATIONS</td>
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<td>OPSCB 574</td>
<td>CREATING VALUE THROUGH OPERATIONS</td>
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<td>ORG 535</td>
<td>PEOPLE AND ORGANIZATIONS</td>
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<td>ORG 581</td>
<td>ORGANIZATIONAL DESIGN</td>
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<td>ORG 707</td>
<td>ADVANCED SYSTEMS THINKING</td>
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<td>ORG 711</td>
<td>21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR I</td>
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<td>ORG 716</td>
<td>ORGANIZATIONAL THEORY AND DESIGN</td>
<td>3</td>
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<td>ORG 721</td>
<td>21ST CENTURY ISSUES IN ORGANIZATIONAL BEHAVIOR II</td>
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<td>ORG 726</td>
<td>THE IMPACT OF TECHNOLOGY ON ORGANIZATIONS</td>
<td>3</td>
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<td>ORG 727</td>
<td>ORGANIZATIONAL DIAGNOSIS AND INTERVENTION</td>
<td>3</td>
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<td>ORG 730</td>
<td>ORGANIZATION DEVELOPMENT</td>
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<td>ORGCB 535</td>
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<td>ORIENT 002</td>
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<td>ORIENT 003</td>
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<td>PHL 310CA</td>
<td>CRITICAL THINKING ACROSS DISCIPLINES</td>
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<tr>
<td>PHL 320</td>
<td>CRITICAL THINKING AND DECISION MAKING IN BUSINESS</td>
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ORIENT 002 ORIENTATION 0 This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program clinical experience. Students will be introduced to performance expectations when entering a clinical setting. Clinical forms, faculty site visits and preceptor evaluation for family nurse practitioner competencies, and requirements of documentation into the nurse practitioner student tracking system will be discussed. Population focus of each clinical class will be reviewed.

ORIENT 003 ORIENTATION 0 This information only course is designed to provide an orientation to the primary components of the Nurse Practitioner program's Final Preceptorship course. Students will be introduced to clinical and didactic requirements for the extended clinical course. Required documentation for graduation and family nurse practitioner clinical competencies for entry into practice will be discussed. Clinical hour requirements including family practice hour requirements will be reviewed.

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 320 CRITICAL THINKING AND DECISION MAKING IN BUSINESS 3 This course explores the critical thinking techniques necessary to be an effective manager within an organizational setting. Students will focus on critical thinking and reasoning methods as they apply to management concepts within a work environment. Other topics include the use of critical thinking skills in the decision-making process as it applies for successful performance of employees and organizations and achieving desired business goals.
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<th>Course Code</th>
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<tr>
<td>PHL 320T</td>
<td>CRITICAL THINKING AND DECISION MAKING IN BUSINESS</td>
<td>3</td>
<td>This course addresses foundational skills in the analysis, synthesis, prescription, and application of critical thinking and decision making in business environments. Emphasis is placed on thinking critically, creatively, and ethically, and decision making outcomes.</td>
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<tr>
<td>PHL 410</td>
<td>CLASSICAL LOGIC</td>
<td>3</td>
<td>This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.</td>
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<tr>
<td>PHL 458</td>
<td>CREATIVE MINDS AND CRITICAL THINKING</td>
<td>3</td>
<td>In this course, students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.</td>
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<tr>
<td>PHL 736</td>
<td>POLITICAL ACUMEN AND ETHICS</td>
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<td>Upon completion of this course, students will possess an insight into how leaders address current and future impacts on society and how leaders influence organizational commitment toward proactively addressing risk factors as well as legal, regulatory, and governmental requirements. Topics include public responsibility, organizational community involvement, and attaining and maintaining American corporation ethical standards in local and global environments.</td>
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<td>PHY 101</td>
<td>FUNDAMENTALS OF PHYSICS</td>
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<td>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, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.</td>
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<td>PM 571</td>
<td>PROJECT MANAGEMENT</td>
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<td>This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.</td>
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<td>PM 582</td>
<td>PROJECT LEADERSHIP</td>
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<td>This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.</td>
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<td>PM 584</td>
<td>PROJECT RISK MANAGEMENT</td>
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<td>This course applies risk management concepts to project execution and its organizational objectives. Students will create contingency plans for a project and its organization. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring &amp; control, and proactive planning.</td>
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<td>PM 586</td>
<td>PROJECT QUALITY MANAGEMENT</td>
<td>3</td>
<td>This course applies quality control techniques to project development and implementation. Students will create a continuous quality-improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.</td>
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<tr>
<td>PM 598</td>
<td>PROJECT MANAGEMENT CAPSTONE</td>
<td>3</td>
<td>In this capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.</td>
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<tr>
<td>POL 115</td>
<td>AMERICAN NATIONAL GOVERNMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>POL 215</td>
<td>STATE AND LOCAL POLITICAL PROCESSES</td>
<td>3</td>
<td>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.</td>
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<td>POS 221</td>
<td>WINDOWS SERVER CONFIGURATIONS</td>
<td>3</td>
<td>This course is a survey of Windows Server® configuration. Topics emphasize the structure and the various applications supported by Windows Server®. The course includes access to hands-on Windows® lab exercises.</td>
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<tr>
<td>POS 355</td>
<td>INTRODUCTION TO OPERATING SYSTEMS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>POS 408</td>
<td>.NET I</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>POS 409</td>
<td>.NET II</td>
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<td>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.</td>
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<td>POS 410</td>
<td>SQL FOR BUSINESS</td>
<td>3</td>
<td>This course provides an in-depth, hands-on workshop on the Structured Query Language (SQL). SQL provides a unified language that lets you query, manipulate, and control data in a business applications environment. This course is aligned to the requirements of the Advanced Business Analytics Certificate; which is designed to provide specific theories, competencies, and skills necessary for success in the field of business analytics.</td>
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<tr>
<td>POS 433</td>
<td>UNIX NETWORKING</td>
<td>3</td>
<td>This course is a survey of the UNIX® operations. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.</td>
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<tr>
<td>PRG 211</td>
<td>ALGORITHMS AND LOGIC FOR COMPUTER PROGRAMMING</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PRG 215</td>
<td>JAVA PROGRAMMING</td>
<td>3</td>
<td>Java is a general purpose programming language for platform-independent implementations. This course provides a general introduction to programming, basic computation, branching, loops, and object-oriented programming. The syntax and semantics of the Java language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java Development Kit, Standard Edition.</td>
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<tr>
<td>PRG 218</td>
<td>INTRODUCTION TO C/C++</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PRG 280</td>
<td>PROGRAMMING IN HTML5 WITH JAVASCRIPT</td>
<td>3</td>
<td>This course provides students an introduction to HTML5 with JavaScript® and CSS3. Concepts covered include the creation and formatting of web pages using HTML5 and CSS3, development of web forms, and implementing program logic and validating user input using JavaScript®.</td>
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<tr>
<td>PRG 281</td>
<td>WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT I</td>
<td>3</td>
<td>This course covers enhanced HTML5 concepts using CSS3 and JavaScript®. This includes using Canvas and different HTML APIs, exposure to Windows Event Listener, and enhancing websites using animation, audio and video features.</td>
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<tr>
<td>PRG 282</td>
<td>WINDOWS APPLICATION DEVELOPMENT USING HTML5 AND JAVASCRIPT 2</td>
<td>3</td>
<td>This course covers developing web applications using HTML5, CSS3, jQuery, and JavaScript®. This includes use of different advanced JavaScript® APIs, such as Drag-and-Drop API, Web Storage API, Geolocation API, and the Web Socket API.</td>
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<td>PRG 410</td>
<td>C++ PROGRAMMING I</td>
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<td>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++.</td>
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<td>PRG 420</td>
<td>JAVA PROGRAMMING I</td>
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<td>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.</td>
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<td>PRG 421</td>
<td>JAVA PROGRAMMING II</td>
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<td>This course continues the subject in PRG420, Java Programming I. Topics include designing complex applications, the use of data files and other advanced topics.</td>
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<td>PSY 103</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
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<td>This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science.</td>
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<td>PSY 110</td>
<td>PSYCHOLOGY OF LEARNING</td>
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<td>PSY 203</td>
<td>FOUNDATIONS OF PSYCHOLOGY</td>
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<td>This course overviews the foundations</td>
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<td>PSY 203T</td>
<td>FOUNDATIONS OF PSYCHOLOGY</td>
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<td>This course overviews the foundations</td>
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<td>PSY 205</td>
<td>LIFE SPAN HUMAN DEVELOPMENT</td>
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<td>PSY 205T</td>
<td>LIFE SPAN HUMAN DEVELOPMENT</td>
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<td>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.</td>
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<tr>
<td>PSY 215</td>
<td>CAREERS IN PSYCHOLOGY</td>
<td>3</td>
<td>This course is designed to provide students with an orientation to the field and assist students in planning for a career in psychology. Emphasis will be placed on exploring the different branches of psychology, to identify key resources for exploring careers in psychology and to classify skills and experiences relevant to achieving career goals.</td>
</tr>
<tr>
<td>PSY 220</td>
<td>POSITIVE PSYCHOLOGY: WHAT'S RIGHT WITH ME</td>
<td>3</td>
<td>How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be &quot;free&quot;? PSY/220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.</td>
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<tr>
<td>PSY 225</td>
<td>POSITIVE PSYCHOLOGY</td>
<td>3</td>
<td>How much control do we have over our thoughts, feelings, and behaviors? What does it mean to be 'free'? This course offers the student a contemporary and relevant approach to the study of psychology and, in the process, the opportunity to learn more about themselves. In the course, students will evaluate, understand, and build on their psychological strengths and those of others.</td>
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<td>PSY 230</td>
<td>THEORIES OF PERSONALITY: I THINK, THEREFORE WHO AM I?</td>
<td>3</td>
<td>What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral, traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.</td>
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<tr>
<td>PSY 240</td>
<td>THE BRAIN, THE BODY, AND THE MIND: ALL TOGETHER NOW</td>
<td>3</td>
<td>This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.</td>
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<tr>
<td>PSY 245</td>
<td>SURVEY OF RESEARCH AND STATISTICS</td>
<td>3</td>
<td>This course is designed to introduce basic principles and methods of statistics, reasoning, and understanding of psychological data. Statistical and research concepts will be reviewed, and students will be introduced to statistical analysis.</td>
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<tr>
<td>PSY 250</td>
<td>PSYCHOLOGY OF PERSONALITY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSY 265</td>
<td>PSYCHOLOGY OF HUMAN SEXUALITY</td>
<td>3</td>
<td>This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.</td>
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<tr>
<td>PSY 270</td>
<td>ABNORMAL PSYCHOLOGY: ABUSE, ADDICTION, AND DISORDERS</td>
<td>3</td>
<td>The DSM-IV is outdated and has been replaced by the DSM-5. We need to change which manual is referenced in the course description, as the course will be revised according to the DSM-5.</td>
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<tr>
<td>PSY 275</td>
<td>INTRODUCTION TO ABNORMAL PSYCHOLOGY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSY 280</td>
<td>HUMAN GROWTH &amp; DEVELOPMENT</td>
<td>3</td>
<td>This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized.</td>
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<tr>
<td>PSY 285</td>
<td>SOCIAL PSYCHOLOGY: WHY CAN'T WE ALL JUST GET ALONG</td>
<td>3</td>
<td>This course provides a comprehensive introduction to the study of social psychology—how people interact with and think about others. Students are able to explore and discuss topics such as self-concept, social perception and cognition, attitudes, social identity, interpersonal attractions, social influence, human aggression, and applications of social psychology.</td>
</tr>
<tr>
<td>PSY 300</td>
<td>GENERAL PSYCHOLOGY</td>
<td>3</td>
<td>General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.</td>
</tr>
<tr>
<td>PSY 301</td>
<td>EMOTIONAL INTELLIGENCE</td>
<td>1</td>
<td>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.</td>
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<tr>
<td>PSY 305</td>
<td>PROFESSIONAL ORIENTATION IN PSYCHOLOGY</td>
<td>3</td>
<td>This course is designed for students to explore issues professionals face in the field of psychology. Specifically, the course emphasizes legal and ethical concerns in psychological research and in practice. Emphasis will also be placed on knowledge of APA Ethical Principles and the integration of selected core competencies for professions related to psychology.</td>
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<tr>
<td>PSY 310</td>
<td>HISTORY AND SYSTEMS IN PSYCHOLOGY</td>
<td>3</td>
<td>The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.</td>
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<tr>
<td>PSY 315</td>
<td>STATISTICAL REASONING IN PSYCHOLOGY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSY 320</td>
<td>HUMAN MOTIVATION</td>
<td>3</td>
<td>This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.</td>
</tr>
<tr>
<td>PSY 335</td>
<td>RESEARCH METHODS</td>
<td>3</td>
<td>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.</td>
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<td>PSY 340</td>
<td>BIOLOGICAL FOUNDATIONS IN PSYCHOLOGY</td>
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<td>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.</td>
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<td>PSY 345</td>
<td>SENSATION AND PERCEPTION</td>
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<td>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.</td>
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<td>PSY 355</td>
<td>MOTIVATIONAL PROCESSES IN HUMAN PSYCHOLOGY</td>
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<td>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.</td>
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<td>PSY 360</td>
<td>COGNITIVE PSYCHOLOGY</td>
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<td>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.</td>
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<td>PSY 375</td>
<td>LIFE SPAN HUMAN DEVELOPMENT</td>
<td>3</td>
<td>This course focuses on a historical view of human development leading to the current life span approach to form an understanding of the developing individual and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their life span.</td>
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<tr>
<td>PSY 390</td>
<td>LEARNING AND COGNITION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSY 400</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSY 405</td>
<td>THEORIES OF PERSONALITY</td>
<td>3</td>
<td>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.</td>
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<td>PSY 410</td>
<td>ABNORMAL PSYCHOLOGY</td>
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<td>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.</td>
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<tr>
<td>PSY 420</td>
<td>THEORIES OF BEHAVIOR</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSY 425</td>
<td>CHEMICAL DEPENDENCY IN THE WORKPLACE</td>
<td>3</td>
<td>Using an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed, and the hallmarks of creating drug-free workplace programs are examined.</td>
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<tr>
<td>PSY 435</td>
<td>INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</td>
<td>3</td>
<td>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.</td>
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<td>PSY 450</td>
<td>DIVERSITY AND CULTURAL FACTORS IN PSYCHOLOGY</td>
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<td>A study of the issues and influences related to</td>
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<td>gender, sexual orientation, and the major</td>
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<td>racial/ethnic and cultural groups in the United</td>
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<td>States and how they affect theoretical and</td>
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<td>research paradigms in psychology and clinical</td>
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<td>and counseling practices. The course expands the</td>
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<td>students' frame of reference concerning human</td>
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<td>diversity and applies this knowledge to</td>
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<td>counseling and research issues in psychology.</td>
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<td>PSY 460</td>
<td>ENVIRONMENTAL PSYCHOLOGY</td>
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<td>In this course students will learn about the</td>
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<td>interaction between people and their</td>
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<td>environments; how our behavior affects our</td>
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<td>environment, and how that environment, in turn,</td>
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<td>influences our own behavior. An emphasis will</td>
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<td>be placed on developing behavioral solutions for</td>
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<td>environmental problems.</td>
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<td>PSY 475</td>
<td>PSYCHOLOGICAL TESTS AND MEASUREMENTS</td>
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<td>This course will cover the basic principles,</td>
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<td>research, and theories on testing and</td>
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<td>measurement of psychological constructs. It is</td>
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<td>expected that students complete the course with</td>
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<td>knowledge of various techniques for</td>
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<td>psychological testing; a familiarity of several</td>
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<td>professionally developed tests; the ability to</td>
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<td>develop, administer, and interpret certain tests;</td>
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<td>and knowledge of measurement theory which</td>
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<td>includes reliability and validity.</td>
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<td>PSY 480</td>
<td>ELEMENTS OF CLINICAL PSYCHOLOGY</td>
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<td>This course is intended to provide the beginning</td>
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<td>psychology student with an overview of the</td>
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<td>theory and practice of clinical and counseling</td>
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<td>psychology. The course includes reference to</td>
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<td>major theories of personality, assessment, and</td>
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<td>psychotherapy. Topics include psychodynamic,</td>
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<td>cognitive/behavioral, and biological theories of</td>
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<td>normal and abnormal psychological processes, and</td>
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<td>the assessment of behavior, abilities, and</td>
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<td>personality. Therapies covered include a variety</td>
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<td>of psychoanalytic approaches, and humanistic,</td>
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<td>biological, cognitive/behavioral, and child and</td>
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<td>family therapies.</td>
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<td>PSY 490</td>
<td>CAPSTONE COURSE IN PSYCHOLOGY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSYCH 600</td>
<td>DEVELOPMENTAL PSYCHOLOGY</td>
<td>3</td>
<td>This course examines biological and environmental influences on human development across the lifespan. The biological foundations of human growth and development are presented along with major theories of cognitive, social and emotional development. Current research in developmental psychology is presented as students explore both opportunities and challenges that people face as they age. Social, cultural, systemic and ethical issues related to research and practice are also addressed.</td>
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<tr>
<td>PSYCH 610</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSYCH 620</td>
<td>MULTICULTURAL AND SOCIAL ISSUES IN PSYCHOLOGY</td>
<td>3</td>
<td>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.</td>
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<td>PSYCH 625</td>
<td>STATISTICS FOR THE BEHAVIOR SCIENCES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSYCH 626</td>
<td>ELEMENTS OF HEALTH PSYCHOLOGY AND BEHAVIORAL HEALTH</td>
<td>3</td>
<td>This course is an overview of the field of health psychology and the origins of the biopsychosocial model from a historical perspective, including the biological, psychological and social contexts of the science. It provides students with information about the biological foundations of health and illness, as well as current research in health psychology. The dangers of &quot;unscientific&quot; applications and the importance of using critical thinking and evidence-based research when formulating strategies are described.</td>
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<tr>
<td>PSYCH 627</td>
<td>ILLNESS PREVENTION AND HEALTH PROMOTION</td>
<td>3</td>
<td>This course examines research on the basic relationships between behavior and health, including stress, eating and obesity, substance abuse, and chronic illness such as cardiovascular disease, cancer and HIV-AIDS. Students will learn the major concepts of illness prevention and health promotion, with a focus on both personal behavioral factors and sociocultural determinants. Special attention will be given to the disparities in health status and prevention efforts with regard to race, gender, ethnicity, and socioeconomic status.</td>
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<tr>
<td>PSYCH 628</td>
<td>EVIDENCE-BASED INTERVENTIONS IN BEHAVIORAL HEALTH</td>
<td>3</td>
<td>This course provides a description of those therapeutic interventions which are based on outcome studies. Students will learn practical assessment and intervention strategies for the major disorders where health psychology plays a role, including chronic stress and pain, obesity and eating disorders, substance abuse, HIV and AIDS, diabetes and hypertension, insomnia and cancer. Methods will include self-monitoring, relaxation and meditation techniques, stimulus control, self-management, and cognitive-behavioral therapies. Complementary and alternative therapies which have shown clinical efficacy will also be described.</td>
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<tr>
<td>PSYCH 629</td>
<td>INTRODUCTION TO INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY</td>
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<td>In this course, students will be introduced to the domains of the Industrial Organizational (I-O) Psychology concentration. Topics include an overview of the four primary domains of I-O psychology, human resource management, factors influencing employee performance, organization development, and research relevance within the I-O field of study. Students will gain an understanding of the evolution of the I-O field of study from the foundations of the field to the present day, the various ways that I-O psychologists contribute to organizations, the unique contributions of I-O psychology to the broader scientific community, and the main ethical issues likely to be encountered in the field. This course covers a wide variety of topics with the goal of exposing students to the main issues influenced by I-O psychologists.</td>
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<td>PSYCH 630</td>
<td>PHYSIOLOGICAL PSYCHOLOGY</td>
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<td>This course emphasizes the biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to the psychological processes of sensation, drive, emotion, learning, and memory.</td>
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<td>PSYCH 635</td>
<td>PSYCHOLOGY OF LEARNING</td>
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<td>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.</td>
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<td>PSYCH 640</td>
<td>COGNITIVE PSYCHOLOGY</td>
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<td>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.</td>
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<tr>
<td>PSYCH 642</td>
<td>PERSONNEL PSYCHOLOGY</td>
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<td>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.</td>
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<td>PSYCH 645</td>
<td>PERSONALITY THEORIES</td>
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<td>This course enables students to differentiate among the primary theoretical approaches to the study of personality, including psychodynamic, affective, cognitive-behavioral, and systems theories. Students examine the underlying assumptions inherent in various personality models and learn how the tenets of these models are investigated through empirical research.</td>
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<td>PSYCH 647</td>
<td>HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK</td>
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<td>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.</td>
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<td>PSYCH 650</td>
<td>PSYCHOPATHOLOGY</td>
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<td>This course will introduce students to the major categories of psychopathology as presented in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential and systemic. Ethical issues related to research and practice in the field will be addressed. Students will be challenged to consider various definitions of normality/abnormality, the process of rendering a diagnosis, and the symptoms, causes and interventions for commonly occurring mental disorders.</td>
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<tr>
<td>PSYCH 655</td>
<td>PSYCHOMETRICS</td>
<td>3</td>
<td>This course will introduce students to the science and practice of psychological testing and assessment. Students will learn to evaluate the quality of various psychological tests and develop an understanding of the complex process of test development. Social, cultural and ethical issues will be addressed as students examine the psychometric properties and appropriate applications of commonly used educational, intelligence and personality assessment instruments.</td>
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<tr>
<td>PSYCH 658</td>
<td>WORK MOTIVATION AND JOB ATTITUDES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSYCH 660</td>
<td>ETHICS AND PROFESSIONAL ISSUES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>PSYCH 665</td>
<td>INTEGRATIVE CAPSTONE: PSYCHOLOGY PAST AND PRESENT</td>
<td>3</td>
<td>This course will trace the historical progression of ideas and concepts in psychology with emphasis on pivotal experiments that influenced our understanding of human behavior. Students will select a specific area of study and explore the historical roots of their selected topic. Students will conduct a comprehensive literature review of a contemporary issue or problems related to their selected topic and develop either an applied project or research proposal.</td>
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<tr>
<td>PSYCH 670</td>
<td>MASTER'S THESIS</td>
<td>3</td>
<td>Only those students who have developed a detailed and manageable analytic research proposal in PSYCH/665 may enroll in this course. During the course, the student will finalize a quantitative analytic research proposal from PSYCH/665. Students will complete an APA style manuscript by the end of the course.</td>
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<tr>
<td>PSYCH 705</td>
<td>PERSONNEL PSYCHOLOGY</td>
<td>3</td>
<td>Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees, managers, and executives, including discussions about tests, assessment centers, interviews, succession planning, and departure. The course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.</td>
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<tr>
<td>PSYCH 706</td>
<td>HUMAN PERFORMANCE, ASSESSMENT, AND FEEDBACK</td>
<td>3</td>
<td>In this course learners 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.</td>
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<tr>
<td>PSYCH 707</td>
<td>LEADERSHIP THEORY AND MANAGEMENT THEORY</td>
<td>3</td>
<td>Learners examine long-standing and emerging leadership and management models, relate theory to practice, and differentiate managing, mentoring, leading, and coaching in the work setting. Application of various approaches to leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.</td>
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<tr>
<td>PSYCH 708</td>
<td>WORK MOTIVATION AND JOB ATTITUDES</td>
<td>3</td>
<td>This course will allow learners to evaluate various theories of motivation and develop a familiarity with and understanding of pertinent research in the field. Learners will be able to adapt motivational constructs to the enhancement of employee attitudes, effectiveness, and well-being across a range of organizational contexts.</td>
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<tr>
<td>PSYCH 709</td>
<td>ETHICAL, LEGAL, AND PROFESSIONAL CONTEXTS OF I/O PSYCHOLOGY</td>
<td>3</td>
<td>Learners will review legal and ethical issues pertinent to I-O psychology. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.</td>
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<tr>
<td>PSYCH 710</td>
<td>MASTER'S PROJECT</td>
<td>1</td>
<td>The Master's Project will require students to integrate their program of study with an in-depth exploration of an interest area that spans all four I-O Psychology program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I-O psychology field. Competency A: Apply theories, principles, and practices of I-O psychology in a substantive and meaningful way when responding to a Request for Proposal. Competency B: Identify key learning opportunities and challenges associated with locating and submitting scholarly quality, properly written and formatted responses to open Requests for Proposal. Competency C: Apply best practices for creating and delivering a Request for Proposal presentation.</td>
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<tr>
<td>PSYCH 720R</td>
<td>DISSERTATION PROCESS</td>
<td>3</td>
<td>This 5-day residency course begins the formal development of the learner’s doctoral dissertation. The development will be ongoing throughout the curriculum and results in a dissertation defense and submission to the Dean's office at the end of the program. Competency A: Apply best practices for creating and delivering compelling presentations as an I-O practitioner. Competency B: Apply critical thinking skills to assess beliefs, opinions, and assertions using science, logic, and reliable information. Competency C: Articulate the critical success factors for producing an original, sound, and well-written doctoral dissertation study. Competency D: Understand methods to search literature for emerging trends, concepts, and concerns affecting Industrial/organizational psychologists. Competency E: Identify three potential dissertation topics to contribute substantively to the industrial/organizational psychology body of knowledge and affect organizational development. Competency F: Evaluate human subjects’ requirements and ethical issues in conducting research with human subjects. Competency G: Demonstrate an understanding of the criteria for choosing a dissertation committee and how to enhance the learner-chair relationship.</td>
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<tr>
<td>PSYCH 740</td>
<td>JUDGMENT AND DECISION MAKING</td>
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<td>Students will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's Lens Model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm. Competency A: Analyze the complexities and differences between the normative and prescriptive approaches of the decision-making process, judgment, and choice. Competency B: Demonstrate understanding of how emotions, pressure, and external threats affect decision making. Competency C: Examine the basic psychological concepts behind the judgment process and how humans are influenced by the senses. Competency D: Demonstrate understanding of how individuals' personal values and ethics influence the decision-making process. Competency E: Examine rational decision theories applied in practices today. Competency F: Apply concepts and decision making theory to organizational scenarios.</td>
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<td>PSYCH 750</td>
<td>CONSULTING AND BUSINESS SKILLS</td>
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<td>This course focuses on developing business presentations, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions. Competency A: Construct professional business presentations based on theories and practices of communication in organizations. Competency B: Design formal audio-visual-assisted stand-up executive presentations outlining suggested organizational interventions. Competency C: Demonstrate formal theoretically framed stand-up intervention-related presentations. Competency D: Prepare professional business communication documents. Competency E: Critique business correspondence and stand-up presentations.</td>
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<tr>
<td>PSYCH 760R</td>
<td>CONSULTING PROCESSES IN I/O</td>
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<td>The purpose of this residency is for learners to build competencies related to consulting as an internal and external I-O professional. Competency A: Explain various forms of consulting in organizational settings. Competency B: Differentiate between I-O consulting and other forms of consultation. Competency C: Apply the phases of I-O consultation within individual, group, and organizational contexts. Competency D: Develop a consulting business marketing and sales strategy to initiate and grow an I-O consulting practice. Competency E: Self-evaluate consulting skill competence.</td>
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<tr>
<td>PSYCH 770</td>
<td>ATTITUDE THEORY MEASUREMENT AND CHANGE</td>
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<td>Students will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness. Competency A: Demonstrate an understanding of the underlying factors that affect human behavior in an organization. Competency B: Determine the appropriate methods and design for conducting an organizational needs analysis in relation to employee attitudes, beliefs, and opinions. Competency C: Design interventions to change employee attitudes that are related to job satisfaction, involvement, and organizational commitment. Competency D: Apply principles of attitude theory to encourage collaboration and conflict resolution. Competency E: Apply the principles of evaluation and the use of assessment tools to measure employee engagement in organizational scenarios.</td>
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<tr>
<td>PSYCH 780</td>
<td>CONSUMER BEHAVIOR</td>
<td>3</td>
<td>The relation between the producers (or distributors) and consumers (actual or potential recipients) of goods and services will be discussed, based on the application of a variety of social science research methodologies. Competency A: Explain the theoretical constructs of consumer behavior. Competency B: Compare and contrast consumer behavior across global cultures and subcultures. Competency C: Describe convergence and divergence theory in consumer behavior. Competency D: Differentiate consumer attributes and social processes and their impact on consumer behavior across cultures. Competency E: Examine consumer behavior in various consumer behavior domains. Competency F: Evaluate the impact of communication and media on consumer behavior across cultures. Competency G: Apply consumer behavior principles and practices in the context of I-O psychology.</td>
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<tr>
<td>PSYCH 790</td>
<td>INDEPENDENT STUDY</td>
<td>3</td>
<td>The content and assessment of the independent study course will be determined via a learning contract between the student and the faculty member. The independent study can be either concept or methods-based, and regardless of content, it must culminate with the development of a major project that demonstrates learning at the doctoral level.</td>
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<tr>
<td>PSYCH 799</td>
<td>COMPREHENSIVE EXAM</td>
<td>1</td>
<td>The comprehensive exam provides an opportunity for students to demonstrate competence in I-O psychology content, practice and leadership, and research. Students will demonstrate a requisite understanding of previous course work, will be assessed on their knowledge and skill as an I-O psychology consultant, and will demonstrate the capability of generating research at the doctoral level. Doctor of Philosophy in Industrial-Organizational Psychology Program Goals 1. Cultivate interdisciplinary and adaptable inquiry methods and attitudes through a program of foundational industrial/organizational psychology as well as analyses of emergent trends and concepts in organizational study. 2. Prepare researchers who contribute substantively to the industrial/organizational psychology body of knowledge and who effect organizational development. 3. Encourage lifelong learning and leadership within the field of Industrial/Organizational Psychology through reflexive, transformational learning principles and practices. 4. Assist students in forming sound ethical frameworks for organizational research and practice. Doctor of Philosophy in Industrial-Organizational Psychology Program Outcomes Note. The items labeled as competencies in this course are Doctor of Philosophy Higher Education Administration Program Outcomes. Competency A: Apply and communicate psychological knowledge and research methods within industrial/organizational settings.</td>
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<tr>
<td>QNT 275</td>
<td>STATISTICS FOR DECISION MAKING</td>
<td>3</td>
<td>This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory to support decision making for business, and understand how inferential analytical methods are used for different types of business decisions.</td>
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<tr>
<td>QNT 275T</td>
<td>STATISTICS FOR DECISION MAKING</td>
<td>3</td>
<td>This course introduces the use of statistics for business decision making. After completion of this course, students will be able to explain how to obtain a suitable sample of business data and evaluate its validity and reliability for statistical inferences, produce tables and charts to organize and display business data, interpret numerical business data using measures of central tendency and variability, apply fundamental concepts probability theory for inferential decision making for business, and perform trend analyses.</td>
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<tr>
<td>QNT 351</td>
<td>QUANTITATIVE ANALYSIS FOR BUSINESS</td>
<td>3</td>
<td>This course integrates applied business research, with descriptive, and inferential statistics. Students will learn to apply business research, descriptive, and inferential statistics in making data-driven business decisions. Topics include the examination of the role of statistics in business, statistic terminology, literature review, sampling design, the appropriate use of statistical techniques, and the interpretation of statistical findings.</td>
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<td>QRB 501</td>
<td>QUANTITATIVE REASONING FOR BUSINESS</td>
<td>3</td>
<td>This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools, graphs, tables, and charts. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.</td>
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<tr>
<td>RDG 201CA</td>
<td>READING AND WRITING CONCEPTS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>RDG 350</td>
<td>CHILDREN'S LITERATURE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>RDG 351</td>
<td>EARLY CHILDHOOD LITERACY DEVELOPMENT</td>
<td>3</td>
<td>This course focuses on creating an environment in the early childhood setting that promotes literacy skill development. This course will help teachers create developmentally effective learning environments that promote listening, speaking, reading, and writing skills.</td>
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<tr>
<td>RDG 412</td>
<td>SCIENTIFICALLY BASED LITERACY INSTRUCTION</td>
<td>3</td>
<td>This course focuses on scientifically-based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of The Colorado Reading to Ensure Academic Development Act (2012) and state reading and language arts standards. In addition, it focuses on the five major areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing Children's performance in reading and language arts are also emphasized.</td>
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<tr>
<td>RDG 415</td>
<td>DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>RDG 416</td>
<td>METHODS OF TEACHING IN EARLY CHILDHOOD LANGUAGE AND LITERACY</td>
<td>3</td>
<td>This course focuses on Children’s language and literacy development from birth to age 8. Students examine theories of language development, including theories of second language acquisition and the needs of English language learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally-effective assessments are discussed as a means of informing instruction.</td>
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<tr>
<td>RDG 418</td>
<td>PHONOLOGICAL THEORY AND READING INSTRUCTION</td>
<td>3</td>
<td>This course focuses on scientifically-based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from nonscientific claims. In addition, they study the applications of scientific research to classroom instruction.</td>
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<tr>
<td>RDG 420</td>
<td>ELEMENTARY METHODS - READING/LANGUAGE ARTS</td>
<td>3</td>
<td>This course focuses on the most current research, theory, methods, and state standards related to reading instruction including research-based systematic phonics, including language 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 language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional, assessment, and differentiation techniques are also discussed.</td>
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<tr>
<td>RDG 420CA</td>
<td>ELEMENTARY METHODS: READING AND LANGUAGE ARTS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>RDG 537</td>
<td>CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS</td>
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<tr>
<td>RDG 537CA</td>
<td>CURRICULUM CONST AND ASSMT: READING AND LANGUAGE ARTS</td>
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<tr>
<td>RDG 542</td>
<td>CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS</td>
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<tr>
<td>RDG 542CA</td>
<td>CURR CONST AND ASSMT: READING METHODS FOR SECONDARY SETTINGS</td>
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This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

This course focuses on the most current research on the design, delivery, and assessment of content-based literacy strategies (pre-reading, guided reading, post-reading, and writing) in single subject classrooms at the secondary level. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.

This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work in a single subject content area classroom, is incorporated into the course requirements.
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<th>Course Code</th>
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<tr>
<td>RDG 556</td>
<td>ELEMENTS OF LITERACY CONTENT AND PEDAGOGICAL KNOWLEDGE</td>
<td>3</td>
<td>This course focuses on the five key themes of English language arts and literacy and English language development instruction: making meaning, language development, effective expression, content knowledge, and foundational skills in multiple subject classrooms. 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 required guided clinical experience based on work with a student in a K-8 school setting.</td>
</tr>
<tr>
<td>RDG 558</td>
<td>SECONDARY CONTENT AREA LITERACY</td>
<td>3</td>
<td>This course focuses on implementing principles, and instructional strategies for comprehensive instruction of content-based literacy strategies in single-subject classrooms. Emphasis is placed on development of literacy throughout all content areas; designing and differentiating curriculum; showcasing literacy through speech, writing, listening, and reading; incorporating new literacies and assessment. Candidates use this knowledge to prepare a comprehensive content area lesson plan. This course incorporates required guided field experience based on work in a single-subject content-area classroom.</td>
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<tr>
<td>RDG 570</td>
<td>CURRICULUM CONST AND ASSMT: READING AND LANG ARTS FOR SPE</td>
<td>4</td>
<td>This course focuses on the most current research, theory, and methods of reading instruction. Teacher candidates will implement teaching and learning strategies that use critical thinking, provide meaningful context, and incorporate student knowledge to develop an integrated unit of instruction. Instruction and assessment techniques, including intervention practices, research-based phonics instruction, 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.</td>
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<tr>
<td>RDNG 500</td>
<td>Reading Methods: Primary</td>
<td>3</td>
<td>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.</td>
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<td>RDNG 501</td>
<td>Reading Methods: Elementary</td>
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<td>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.</td>
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<td>RDNG 502</td>
<td>Reading Methods: Secondary</td>
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<td>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.</td>
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<td>RDNG 503</td>
<td>Diagnosis and Remediation</td>
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<td>This course is designed to provide participants with practice in current research-based assessment, diagnosis, and intervention and accommodations for struggling readers and diverse learners with literacy difficulties. Participants explore informal and formal assessments for progress monitoring. In addition, participants examine assessment results and create assessment reports with recommendations.</td>
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<td>RDNG 504</td>
<td>Phonological Theory and Application</td>
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<td>This course addresses the linguistic, neurological, cognitive, and socio-cultural factors that influence readers and writers. The No Child Left Behind (NCLB) Act, national and state standards in literacy, and high stakes assessments have resulted in more attention placed on the role of phonics in students' reading and writing achievement. Participants study relevant research, theories, and instructional approaches, including technology and multimedia, to support phonics as a fundamental component of effective reading, writing, and spelling programs.</td>
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<td>RDNG 505</td>
<td>CHILDREN’S LITERATURE</td>
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<td>This course examines children’s literature, its</td>
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<td>various genres, and its importance in the</td>
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<td>classroom to engage students in reading, writing,</td>
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<td></td>
<td>listening, and speaking. Participants explore</td>
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<td></td>
<td>the value that children’s literature adds to</td>
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<td>the lives of children and why reading matters</td>
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<td>for children, teachers, adults, society, and</td>
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<td>the world. Participants examine how to</td>
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<td>encourage children to be lifelong readers by</td>
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<td>learning about how, when, and why children</td>
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<td>read.</td>
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<td>RDNG 506</td>
<td>Elementary Reading and Writing Strategies</td>
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<td>This course empowers participants to</td>
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<td>support diverse elementary students to read</td>
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<td>and write with ease and confidence. Participants</td>
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<td></td>
<td>explore the principles, theories, and standards</td>
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<td>that help students read and write well. In</td>
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<td>particular, participants explore reading and</td>
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<td>writing materials, instructional tools and</td>
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<td>strategies, and assessment techniques.</td>
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<td>RDNG 507</td>
<td>Content Area Reading and Writing for Elementary</td>
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<td>This course focuses on methods and materials</td>
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<td>for teaching diverse elementary children to</td>
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<td>read and write well in various content areas.</td>
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<td>Participants examine current critical issues</td>
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<td>affecting content area reading and writing,</td>
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<td>including state and national assessments.</td>
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<td>Effective reading and writing strategies,</td>
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<td>vocabulary development, and technology tools,</td>
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<td>media, and print materials used to enhance</td>
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<td>children’s reading and writing in the content</td>
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<td>areas are also explored.</td>
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<td>RDNG 508</td>
<td>Adolescent Literature</td>
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<td>This course focuses on evaluating, selecting,</td>
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<td>integrating, and understanding adolescent</td>
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<td>literature in 6th-12th grade classrooms.</td>
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<td>Participants investigate gender, language, and</td>
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<td>individual preferences in adolescent literature.</td>
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<td>Participants analyze various techniques and</td>
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<td>formats for teaching diverse learners using an</td>
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<td>array of culturally responsive, age-appropriate,</td>
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<td>classic, contemporary, and award-winning</td>
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<td>literature. Participants examine the use of</td>
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<td>text sets, choice books, technology links,</td>
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<td>tradebooks, audio books, author studies,</td>
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<td>performance assessments, and book-to-film</td>
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<td>features to incorporate across the curriculum.</td>
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<td>RDNG 510</td>
<td>Content Area Reading and Writing for Adolescents</td>
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<td>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.</td>
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<tr>
<td>RDNG 511</td>
<td>Reading Assessment</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>RDNG 515</td>
<td>DIAGNOSIS, REMEDIATION, AND DIFFERENTIATED INSTRUCTION</td>
<td>3</td>
<td>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. 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.</td>
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<tr>
<td>REL 133</td>
<td>WORLD RELIGIOUS TRADITIONS I</td>
<td>3</td>
<td>This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions.</td>
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<tr>
<td>REL 134</td>
<td>WORLD RELIGIOUS TRADITIONS II</td>
<td>3</td>
<td>This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.</td>
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<tr>
<td>RES 351</td>
<td>BUSINESS RESEARCH</td>
<td>3</td>
<td>This course evaluates the process of conducting research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.</td>
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<tr>
<td>RES 709</td>
<td>RESEARCH CONCEPTUALIZATION AND DESIGN</td>
<td>3</td>
<td>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. Competencies: A. Describe how conceptual and theoretical frameworks provide the foundational elements of social science research and inform the interpretation of data and other research findings. B. Identify the significance of scholarly literature and how gaps in extant literature provide a direction for new research. C. Summarize the ethical issues of research involving human subjects. D. Identify and explain quantitative and qualitative research methods and assess their appropriateness for different research problems. E. Assess quantitative and qualitative research studies and discuss the concepts of methodological rigor, credibility, validity and reliability. F. Evaluate the research topic, research question, and purpose and problem statements for methodological and theoretical alignment. G. Establish strategies for formulating clear, concise research questions that are methodologically sound, theoretically grounded and researchable.</td>
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<tr>
<td>RES 710</td>
<td>STATISTICAL RESEARCH METHODS AND DESIGN I</td>
<td>3</td>
<td>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.</td>
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<td>RES 713</td>
<td>STATISTICS</td>
<td>3</td>
<td>This course provides students with a foundation in the design and reporting of quantitative research. This course builds on the material covered in Quantitative Methods and Statistical Analysis by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods including multi-variant research designs. Competency A: Demonstrate an understanding of advanced quantitative data analysis procedures, methods, and their applications. Competency B: Select appropriate quantitative procedures and methods based on research questions and designs. Competency C: Perform statistical analysis using SPSS or other statistical software. Competency D: Report statistical findings and interpretation of the analysis.</td>
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<tr>
<td>RES 720</td>
<td>STATISTICAL RESEARCH METHODS AND DESIGN II</td>
<td>3</td>
<td>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.</td>
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<td>RES 723</td>
<td>ADVANCED STATISTICAL RESEARCH METHODS AND DESIGN</td>
<td>3</td>
<td>The course builds on the student’s foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed. Competency A: Explain the nature of the quantitative research method and the application of appropriate quantitative research designs to a research problem. Competency B: Apply appropriate knowledge, theories, analytical skills, research design and methodology in a substantive interest area. Competency C: Determine appropriate sampling approaches, sample size, and statistical power in research studies. Competency D: Distinguish among types of variables and levels of measurement. Competency E: Compare quantitative data collection techniques and instrumentation and their application in research studies. Competency F: Evaluate the reliability and validity of instrumentation and the need to pilot test new or modified instruments. Competency G: Align descriptive and inferential statistical procedures with appropriate types of research designs, levels of measurement, and data. Competency H: Evaluate the internal and external validity concerns in research studies. Competency I: Demonstrate understanding of how to present research findings.</td>
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<tr>
<td>RES 724</td>
<td>QUALITATIVE METHODS AND DESIGN</td>
<td>3</td>
<td>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.</td>
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<td>RES 725</td>
<td>DESCRIPTIVE AND COMPARATIVE DATA ANALYSIS</td>
<td>3</td>
<td>This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Students will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T², MANOVA, and related techniques. Depending on the students’ needs, other approaches may be covered. Competency A: Demonstrate understanding of how and when to use various quantitative data analysis procedures. Competency B: Demonstrate understanding of nonparametric testing procedures and parallel parametric procedures and when to use them. Competency C: Select appropriate data analysis procedures for a quantitative research design. Competency D: Perform statistical analysis using the appropriate software. Competency E: Interpret results of quantitative data analysis procedures. Competency F: Evaluate the reliability and validity of quantitative data analysis procedures and result reporting.</td>
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<tr>
<td>RES 726</td>
<td>CORRELATIONAL METHODS OF ANALYSIS</td>
<td>3</td>
<td>This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Students will explore the underlying assumptions, advantages and limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the students’ needs, other approaches may be covered. Competency A: Describe the fundamental statistical concepts and techniques that underscore regression analysis. Competency B: Explain basic applied regression analysis concepts and the assumptions and inferences that guide the statistical data analysis. Competency C: Summarize concepts and models for correlation, multiple regression and bivariate/multivariate data analysis. Competency D: Identify and apply techniques and procedures for data management and cleaning. Competency E: Assess methods and screening strategies for managing discrepancies in the data. Competency F: Discuss the challenges of comprehensive data visualization in multivariate and multi-dimensional data analysis. Competency G: Analyze the relationships among correlation (i.e., bivariate data), multiple correlation, Hotelling’s T², MANOVA, and related techniques.</td>
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<td>RES 727</td>
<td>APPROACHES TO PHENOMENOLOGICAL INQUIRY AND DATA ANALYSIS</td>
<td>3</td>
<td>This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research with the primary focus on data collection, analysis, interpretation, and presentation. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research. Competency A: Differentiate between transcendental and hermeneutic phenomenology. Competency B: Develop a phenomenologic attitude toward researching a phenomenon. Competency C: Develop and refine research questions to align with phenomenological research design. Competency D: Apply phenomenologic concepts, tools, and techniques to data analysis of a phenomenon. Competency E: Develop and refine a research tool and interviewing techniques to elicit desired data. Competency F: Analyze techniques for presenting research findings based on phenomenologic orientation. Competency G: Evaluate reliability, internal and external validity, and transferability in phenomenological inquiry.</td>
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<td>RES 728</td>
<td>QUALITATIVE CASE STUDY</td>
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<td>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. Competency A: Explain the epistemological stance, uses, and approaches of case study research. Competency B: Determine how to define the boundaries of a case to address research issues. Competency C: Articulate the influence of the researcher on the process and outcomes of a research study. Competency D: Determine the types of data that can be collected from a defined case. Competency E: Determine appropriate methods for sample selection, data collection, and data management for a defined case. Competency F: Apply appropriate data analysis and/or interpretation techniques to a set of case study data. Competency G: Evaluate reliability and validity in case study inquiry. Competency H: Evaluate the ethical issues involved in choosing a sample, gathering data, and reporting the results of case study research. Competency I: Explain the difference between case studies, phenomenological studies and other types of qualitative studies.</td>
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<td>RES 729</td>
<td>Ethnomethodology and the Study of Culture</td>
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<td>RES 741</td>
<td>Testing and Measurement</td>
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<td>RES 745</td>
<td>Grounded Theory Methods</td>
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<td>RES 746</td>
<td>Mixed Methods</td>
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**RES 729 Ethnomethodology and the Study of Culture**

In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g., observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation. Competency A: Explore the theoretical and methodological evolution of ethnography through cultural and social anthropology. Competency B: Examine philosophies and methodologies underpinning the various domains of ethnographic research. Competency C: Determine the appropriate ethnographic design, data collection, and analysis and interpretation methods for a variety of research contexts. Competency D: Apply ethnographic design to an identified, researchable issue. Competency E: Analyze and interpret the results of an ethnographic study and appropriately present the findings to stakeholders. Competency F: Evaluate threats to credibility and transferability in ethnographic research. Competency G: Identify ethical issues involved in ethnographic research. Competency H: Explain the types of biases that can impact the research.

**RES 741 Testing and Measurement**

A comprehensive overview of the psychological tests and measurements used by I-O psychology practitioners. Basic psychometric principles, such as reliability, validity, and standardization, will be explored. Students will also learn about the steps involved in test development and considerations surrounding the interpretation of test scores. Professional and ethical standards and guidelines for testing are reviewed. Competency A: Describe the purpose and use of psychological tests and measurements in the workplace. Competency B: Identify the steps involved in designing psychometrically sound psychological tests and measurements. Competency C: Differentiate among methods for gathering evidence of the reliability and validity of psychological tests. Competency D: Interpret test scores using descriptive statistics, standardized test scores, and norms. Competency E: Identify potential ethical issues in creating and using psychological tests and measurements.

**RES 745 Grounded Theory Methods**

This course is designed to provide advanced graduate students with instruction in higher level qualitative approaches that was originally applied to social science research; but can now be found in the fields of business, education, and health care, where the research objective is the development of theory through data saturation. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method and situational analysis. Focus is placed on the steps and procedures for analyzing data primarily through interviews and focus groups within the grounded theory context. Competency A: Demonstrate understanding of the philosophical and historical background, concepts, and multiple theories pertaining to grounded theory. Competency B: Distinguish between the current theories and the application of grounded theory. Competency C: Recognize the importance of data collection, preparation, and analysis to identify different techniques pertaining to various grounded theory methods. Competency D: Explain the process of developing a grounded theory design using one of the theoretical models. Competency E: Apply the principles of grounded theory to data collection, preparation and analysis processes. Competency F: Apply grounded theory principles to develop analytical tools for qualitative research. Competency G: Apply grounded theory principles to develop analytical tools for qualitative research. Competency H: Apply grounded theory principles to develop analytical tools for qualitative research. Competency I: Apply grounded theory principles to develop analytical tools for qualitative research. Competency J: Apply grounded theory principles to develop analytical tools for qualitative research.

**RES 746 Mixed Methods**

The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research. Competencies: A. Explain the nature of the mixed method research method and the various approaches to conducting mixed method research. B. Justify the application of an appropriate mixed method research design to a research problem. C. Create research questions (hypotheses) that align with the application of a given mixed method design and research problem. D. Apply appropriate knowledge, theories, analytical skills, and methodology in a substantive interest area using a mixed method design. E. Determine appropriate sampling approach, sampling, and data saturation/statistical power for the
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<th>Course</th>
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<tr>
<td>RES 750</td>
<td><strong>APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE I</strong></td>
<td>3</td>
<td>In this course, students will learn about foundational quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Topics include research methods and design, the development of problem statements, purpose statements, research questions, and hypotheses. Learners will create the foundational components of a concept paper for the two of the three topics identified by the student during PSYCH/720R. Competency A: Demonstrate scholarly writing best practices and apply APA style when writing dissertation documents. Competency B: Communicate understanding of common quantitative and qualitative research designs and their appropriateness for achieving a study's objectives. Competency C: Create compelling problem statements that address current problems or issues in the field of industrial-organizational psychology. Competency D: Articulate clear and concise purpose statements to help solve or address research problems and issues. Competency E: Formulate concise and researchable research questions to guide scholarly inquiry. Competency F: Develop understandable and testable null and research hypotheses for quantitative studies.</td>
</tr>
<tr>
<td>RES 751</td>
<td><strong>APPROACHES TO RESEARCH: QUANTITATIVE/QUALITATIVE II</strong></td>
<td>3</td>
<td>Students will critically evaluate the two research topics that were developed into draft concept papers during RES/750. Students will determine which topics have the best viability for further study and will continue to refine them. Advanced qualitative and quantitative issues and approaches such as phenomenology, grounded theory, and critical theory will be examined. Competency A: Demonstrate an advanced understanding of quantitative and qualitative research designs. Competency B: Evaluate proposed research topics for effectiveness and feasibility. Competency C: Justify the research method and design proposed for realizing the study's purpose. Competency D: Explain how the proposed study will contribute substantively to the I-O psychology literature. Competency E: Integrate and synthesize literature related to the proposed research topic. Competency F: Demonstrate the best practices of scholarly writing and the correct application of APA style.</td>
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<tr>
<td>RES 752</td>
<td><strong>RESEARCH CONSTRUCTS AND DESIGN</strong></td>
<td>3</td>
<td>In this course, students will synthesize the cumulative knowledge gained in RES/750 and RES/751 to prepare their dissertation concept paper for final review and evaluation. The concept paper will be expanded to ensure a brief discussion of the study population, the sampling strategy, and the methodological approach of data collection and analysis. The contents of the concept paper will be critically reviewed by the student for alignment with the College of Doctoral Studies Dissertation Criteria and Rating Scale.</td>
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<tr>
<td>RES 760</td>
<td><strong>MEASUREMENT OF CONSTRUCTS</strong></td>
<td>3</td>
<td>The purpose of this course is to guide students in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation issues and apply the information to the initial working draft of the dissertation proposal (developed from the concept paper). The final outcome of this course is an initial outline of the dissertation proposal and draft of the literature review. Competency A: Identify key differences between concept papers and dissertation proposals. Competency B: Evaluate dissertation proposal best practices. Competency C: Describe the dissertation proposal process. Competency D: Identify appropriate and comprehensive literature supporting dissertation topic, problem, and methodology of choice. Competency E: Describe the key considerations when publishing an academic work.</td>
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<tr>
<td>RES 765</td>
<td>MULTIVARIATE STATISTICS</td>
<td>3</td>
<td>This course focuses on statistical approaches that simultaneously examine multiple variables. Students will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include correlation and regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and path analysis and structural equation modeling. Competency A: Evaluate different approaches of multivariate statistical analysis. Competency B: Analyze problems appropriate for multivariate research within applications of industrial-organizational psychology. Competency C: Apply multivariate statistical analyses to industrial-organizational psychology research. Competency D: Interpret results of various multivariate statistical analyses. Competency E: Determine appropriate multivariate statistics to solve problems in the field of industrial-organizational psychology.</td>
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<tr>
<td>RES 770</td>
<td>PSYCHOMETRICS</td>
<td>3</td>
<td>Students will be exposed to contemporary and advanced techniques for maximizing the psychometric quality of measurement instruments commonly used by I-O psychology practitioners. Focus will be on theoretical and applied research issues related to three common theories of psychometrics: classical test theory, generalizability theory, and item response theory. The theories and techniques will be examined based on I-O psychology topics of interest to students, such as leadership, individual differences, selection, and teamwork. Competency A: Explain the traditional psychometric procedures I-O psychology practitioners use to evaluate the scores generated by tests, the reliability of test scores, and the validity of the inferences drawn from test scores. Competency B: Use contemporary and advanced techniques to maximize the psychometric quality of a test. Competency C: Apply best practices to eliminate response and test bias to enhance the psychometric quality of tests.</td>
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<td>RES ARA1</td>
<td>ADVANCED RESEARCH ANALYSIS ELECTIVE</td>
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<td>RES ARA2</td>
<td>ADVANCED RESEARCH ANALYSIS ELECTIVE</td>
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<tr>
<td>RES ARA3</td>
<td>ADVANCED RESEARCH ANALYSIS ELECTIVE</td>
<td>3</td>
<td>Place holder</td>
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<tr>
<td>RHET 300</td>
<td>RHETORICAL THEORIES</td>
<td>3</td>
<td>This course examines major rhetorical theories and theorists from a range of cultures and periods.</td>
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<tr>
<td>RHET 470</td>
<td>STUDIES OF AMERICAN RHETORIC</td>
<td>3</td>
<td>This course examines American rhetoric from a variety of genres and a range of historical periods.</td>
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<tr>
<td>RHET 475</td>
<td>RHETORIC AND SOCIAL MEDIA</td>
<td>3</td>
<td>This course explores the use of rhetoric in contemporary social media.</td>
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<tr>
<td>RHM 410</td>
<td>THE LANDSCAPE OF HEALTH CARE IN RETAIL HEALTH CLINICS</td>
<td>3</td>
<td>This course introduces students to the business operations of the retail health environment. Focus will include overall concepts of health systems, managed care plans, and government providers that impact retail health clinics, as well as formulating strategies for the future development of retail clinics.</td>
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<tr>
<td>RHM 420</td>
<td>THE MANAGEMENT OF RETAIL HEALTH CLINICS</td>
<td>3</td>
<td>This course introduces students to the management of retail health clinics. Content will focus on customer engagement, clinical practices, and the day-to-day management of the retail health clinic environment.</td>
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<tr>
<td>RHM 430</td>
<td>TECHNOLOGY AND DIGITAL HEALTH CARE IN RETAIL HEALTH CLINICS</td>
<td>3</td>
<td>This course introduces students to technology and digital health within retail health clinics. Concepts covered include patient record management, the exchange of data, proper coding, and data management for the health and wellness of consumers using retail health clinics.</td>
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<tr>
<td>RHM 440</td>
<td>REGULATORY AND COMPLIANCE IN THE RETAIL HEALTH ENVIRONMENT</td>
<td>3</td>
<td>This course covers regulatory and compliance concepts as it relates to retail health management. Students will focus on resource allocation related to compliance and regulations concerning privacy and security laws, and communication protocols with consumers, staff, and external partners to the retail health clinics.</td>
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<tr>
<td>RHM 450</td>
<td>RETAIL HEALTH FINANCIAL STRATEGIES</td>
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<tr>
<td>SCHC 505</td>
<td>HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN</td>
<td>3</td>
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<tr>
<td>SCHC 510</td>
<td>HUMAN DIVERSITY AND SPECIAL POPULATIONS IN SCHOOL COUNSELING</td>
<td>3</td>
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<tr>
<td>SCHC 544</td>
<td>CLINICAL ASSESSMENT AND STUDENT EVALUATION</td>
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**RHM 450 RETAIL HEALTH FINANCIAL STRATEGIES**

This course introduces students to approaches that relate to the financing and reimbursement of retail health clinics. Course content will focus on financial strategies for retail health clinics, the various payers within the health care industry for timely reimbursement, and appropriate billing and coding considerations that impact the management of retail health clinics.

**SCHC 505 HUMAN DEVELOPMENT AND FAMILY CHANGE ACROSS THE LIFESPAN**

This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate school based situations, consider prevention strategies and assess potential interventions in the school context.

**SCHC 510 HUMAN DIVERSITY AND SPECIAL POPULATIONS IN SCHOOL COUNSELING**

This course is designed for school counselors as a foundation for understanding diversity among the school age population in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

**SCHC 544 CLINICAL ASSESSMENT AND STUDENT EVALUATION**

This course introduces students to models and tools of assessment. Students learn and practice assessment strategies, use of the Diagnostic and Statistical Manual of Mental Disorders (DSM), and behavioral analysis in relationship to student-age populations. Students will develop competency in intervention, referral, and after care procedures for professional school counseling practice. Emphasis will be placed on models and techniques for physical and sexual abuse and neglect, substance abuse, suicide and participating as a member of a multidisciplinary team for special education planning. Administration, scoring, and interpretation of standardized tests are described, and principles necessary for the development, interpretation, and selection of assessment instruments are presented. Multicultural and ethical issues regarding assessment are also examined.
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<th>Course Code</th>
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<tbody>
<tr>
<td>SCHC 554</td>
<td>GROUP COUNSELING: CHILDREN AND ADOLESCENTS</td>
<td>3</td>
<td>This course provides students with intensive knowledge, awareness, and skill-building in group counseling within a school setting. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and development of appropriate school based counseling group plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.</td>
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<tr>
<td>SCHC 562</td>
<td>STUDENT VOCATIONAL DEVELOPMENT AND CAREER COUNSELING</td>
<td>3</td>
<td>This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in schools, including the development of individual career life plans for students. The course fosters appropriate use of career counseling tools such as computer-based guidance systems, labor market information, and assessment. It provides a historical perspective of current College Tech Prep and K-12 programs. Issues related to career counseling for individuals from specific populations are also addressed.</td>
</tr>
<tr>
<td>SCHC 571</td>
<td>SCHOOL COUNSELING ADMINISTRATION</td>
<td>3</td>
<td>This course examines the essential role of counselors in administering school counseling programs. This includes the processes of designing, implementing, monitoring, and evaluating comprehensive school counseling and guidance programs. The course emphasizes the role of the counselor as a leader and advocate in systemic change.</td>
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<tr>
<td>SCHC 592</td>
<td>PRACTICUM IN SCHOOL COUNSELING</td>
<td>3</td>
<td>The Practicum is designed to help students make a transition from the academic study of school counseling concepts to the practical application of these concepts in the school setting. Students are closely supervised as they develop skills in the comprehensive school counseling areas of responsive services, guidance curriculum, individual planning, and system support. The practicum experience includes on campus classroom hours and 100 Practicum hours at a school site.</td>
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<tr>
<td>SCHC 592O</td>
<td>ORIENTATION TO SCHOOL COUNSELING PRACTICUM</td>
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<td>This course is an orientation to the practicum and internship.</td>
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<tr>
<td>SCHC 597A</td>
<td>SCHOOL COUNSELING INTERNSHIP A</td>
<td>3</td>
<td>Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.</td>
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<tr>
<td>SCHC 597B</td>
<td>SCHOOL COUNSELING INTERNSHIP B</td>
<td>3</td>
<td>Counseling Internship is a 600-hour clinical experience required of all Master of Counseling students. Divided into 300 hour sections, each lasting 15 weeks, SCHC/597 A and B comprise Portfolio III of the counseling portfolio series. Students work in a K-12 school setting for 20-30 hours per week where they provide school counseling services under the direction and supervision of an approved school counselor.</td>
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<tr>
<td>SCH-CN 501</td>
<td>School Counseling: Delivery of Services</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SCI 163</td>
<td>ELEMENTS OF HEALTH AND WELLNESS</td>
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<tr>
<td>SCI 163T</td>
<td>ELEMENTS OF HEALTH AND WELLNESS</td>
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<tr>
<td>SCI 201</td>
<td>SURVEY OF ALTERNATIVE MEDICINE</td>
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<tr>
<td>SCI 209</td>
<td>OCEANOGRAPHY</td>
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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.

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.

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.
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<tbody>
<tr>
<td>SCI 220</td>
<td>HUMAN NUTRITION</td>
<td>3</td>
<td>This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized.</td>
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<tr>
<td>SCI 220T</td>
<td>HUMAN NUTRITION</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SCI 250</td>
<td>MICROBIOLOGY</td>
<td>4</td>
<td>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.</td>
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<tr>
<td>SCI 256</td>
<td>PEOPLE, SCIENCE AND THE ENVIRONMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SCI 362</td>
<td>ENVIRONMENTAL ISSUES AND ETHICS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SEC 100</td>
<td>INTRODUCTION TO SECURITY MANAGEMENT</td>
<td>3</td>
<td>This course is an introductory overview of the Security Management field and provides a broad-based view of the history, practices, methodologies, and management theories of the profession. It reviews industry standards for security, threat assessment and risk analysis guidelines, investigative techniques, personnel management, security equipment and security best practices. Additionally, this course examines security technology, loss prevention and workforce safety programs, planning for continuity of business operations, and corporate/client communication skills.</td>
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<tr>
<td>SEC 120</td>
<td>CORPORATE SECURITY ESSENTIALS</td>
<td>3</td>
<td>This course will identify security essentials that are prevalent in the corporate security function such as trade secrets, proprietary information, information security, and vulnerability assessments. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective essentials.</td>
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<tr>
<td>SEC 130</td>
<td>PRIVATE SECURITY ISSUES AND CONFLICTS</td>
<td>3</td>
<td>This course identifies issues and conflicts associated with the private security industry by examining security management, recruitment, selection, training, investigation of crimes, terrorism and natural disasters.</td>
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<tr>
<td>SEC 140</td>
<td>INCIDENT COMMUNICATION PLANS AND SYSTEMS</td>
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<td>This course provides the student with an understanding of the various elements needed for responding to critical incident events. These incidents include natural disasters, workplace violence, and other significant planned and unplanned occurrences. An emphasis is given to proper planning, communication, and system development for these critical incidents.</td>
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<td>SEC 150</td>
<td>INSIDER THREATS FUNDAMENTALS</td>
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<td>This course provides the student with an understanding of assessing potential risks which may originate from members or employees within an organization by identifying specific risk indicators. An emphasis is given to the process of risk analysis along with the ability to design, manage, and implement a response to potential threats. Additionally, students will learn how to use the Return on Investment (ROI) approach to evaluate company performance.</td>
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<td>SEC 200</td>
<td>EMERGENCY MANAGEMENT AND RESPONSE</td>
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<td>This course will identify emergency practices for critical incident responses such as natural disasters, man-made disasters, bomb threats, strikes, and terrorism. It will also examine specific concepts in relation to emergency response including: mutual aid associations, disaster recovery, public relations and warning, and alert systems.</td>
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<td>SEC 210</td>
<td>PHYSICAL ASSET PROTECTION</td>
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<td>This course introduces students to examining physical assets and evaluating risk as a result of associated threats and identified vulnerabilities. Based on a risk analysis model, students will evaluate assets, prioritize threats, and apply critical thinking to countermeasures with consideration for a cost-benefit analysis.</td>
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<tr>
<td>SEC 220</td>
<td>CRITICAL THINKING IN SECURITY MANAGEMENT</td>
<td>3</td>
<td>This course will explore various types of critical thinking strategies for security management practitioners; identifying the differences between management and leadership in the organization. Students will also examine the applied strategic planning model, management theories, and analytic techniques.</td>
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<tr>
<td>SEC 230</td>
<td>HOMELAND SECURITY AND PUBLIC SAFETY</td>
<td>3</td>
<td>This course evaluates public safety initiatives in a post 9/11 era with emphasis on homeland security strategies carried out by federal, state, local, private, and joint assets. Students will examine threats, investigative techniques, and applicable laws and regulations used to mitigate risk.</td>
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<tr>
<td>SEC 240</td>
<td>LOSS PREVENTION AND SUPPLY CHAIN SECURITY</td>
<td>3</td>
<td>This course is an introduction and general overview of loss prevention and supply chain security strategies and programs. Students will learn the basic principles and methodologies involved with the prevention of shrinkage or loss. Students will be introduced to basic theories and concepts, key terms and definitions and current critical issues. Additionally, this course provides an overview of situational crime prevention, the crime risk management process, and the stages necessary to designing an effective supply chain security program.</td>
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<tr>
<td>SEC 311</td>
<td>SECURITY MANAGEMENT FUNDAMENTALS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SEC 319</td>
<td>COMPUTERS AND INFORMATION PROCESSING IN SECURITY</td>
<td>3</td>
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<tr>
<td>SQE 221</td>
<td>SURVEY OF SECURITY SPECIALIZATIONS</td>
<td>3</td>
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<tr>
<td>SEC 331</td>
<td>INDUSTRIAL SAFETY</td>
<td>3</td>
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<tr>
<td>SEC 341</td>
<td>CRIMINOLOGY AND THE CRIMINAL JUSTICE SYSTEM</td>
<td>3</td>
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</table>

- **SEC 319 COMPUTERS AND INFORMATION PROCESSING IN SECURITY**: This course introduces the fundamentals of information systems and the role of information management and protection in the modern security environment. Students will explore and develop their skills in critical thinking and problem-solving of information systems, networking communication, information utilization from the Internet, and information management and security collaboration. Learners will also nurture their professional competence and values by learning how to handle information ethically.

- **SEC 321 SURVEY OF SECURITY SPECIALIZATIONS**: 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**: 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**: 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.
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SEC 351</td>
<td>LEGAL AND REGULATORY ISSUES IN SECURITY MANAGEMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SEC 361</td>
<td>INTERPERSONAL COMMUNICATIONS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SEC 371</td>
<td>FINANCE AND BUDGETING PRACTICES</td>
<td>3</td>
<td>This course provides the student with an understanding of the various elements of a program budget and the process of budget development, justification, and presentation. Special emphasis is given to these procedures, practices, and liabilities in relation to security-oriented environments.</td>
</tr>
<tr>
<td>SEC 391</td>
<td>ORGANIZATIONAL BEHAVIOR AND MANAGEMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SEC 401</td>
<td>THREAT AND VULNERABILITY MANAGEMENT</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>SEC 411</td>
<td>PHYSICAL SECURITY</td>
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<td>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.</td>
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<tr>
<td>SEC 421</td>
<td>PERSONNEL SECURITY AND EXECUTIVE PROTECTION</td>
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<td>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.</td>
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<tr>
<td>SEC 431</td>
<td>PRINCIPLES OF INVESTIGATION</td>
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<td>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.</td>
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<tr>
<td>SEC 441</td>
<td>SECURITY OF NETWORKS AND ENTERPRISE SYSTEMS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SEC 451</td>
<td>GLOBAL SECURITY ISSUES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SEC 461</td>
<td>TERRORISM</td>
<td>3</td>
<td>This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.</td>
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<tr>
<td>SEC 471</td>
<td>CRITICAL INCIDENT MANAGEMENT</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SEC 481</td>
<td>SECURITY CAPSTONE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SEC 489</td>
<td>IMPLEMENTATION OF SECURITY SYSTEM MEASURES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SEC 490</td>
<td>PHYSICAL SECURITY OPERATIONS CAPSTONE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SEC 491</td>
<td>ENTERPRISE SECURITY ADMINISTRATION CAPSTONE</td>
<td>3</td>
<td>This course will examine the totality of the domain areas necessary to successfully manage Enterprise Security within an organization. We will place special emphasis on integrating knowledge from the previous courses to examine the security system as a whole and make recommendations for best practices and improvement.</td>
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<tr>
<td>SEC 508</td>
<td>MODELS, THEORIES AND STRATEGIES FOR SECONDARY EDUCATION</td>
<td>3</td>
<td>This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.</td>
</tr>
<tr>
<td>SEC 532</td>
<td>SECONDARY - CREATING AN EFFECTIVE LEARNING ENVIRONMENT</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SEC 533</td>
<td>INSTRUCTION AND ASSESSMENT FOR DIVERSE LEARNERS</td>
<td>3</td>
<td>This course focuses on the theoretical models that underlie teaching and learning in middle and high school settings. Teacher candidates examine methods 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, apply the backward design process to unit and lesson planning, and analyze methods of collaborating with colleagues and communicating with parents and families.</td>
</tr>
<tr>
<td>SEC 534</td>
<td>READING IN THE CONTENT AREA</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SEC 535</td>
<td>ENGLISH/LANGUAGE ARTS CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
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<td>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.</td>
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<td>SEC 536</td>
<td>SOCIAL STUDIES CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
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<td>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.</td>
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<td>SEC 537</td>
<td>SECONDARY CONTENT AND CURRICULAR KNOWLEDGE</td>
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<td>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.</td>
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<td>SEC 538</td>
<td>MATHEMATICS CONTENT AND CURRICULAR KNOWLEDGE</td>
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<td>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.</td>
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<tr>
<td>SEC 539</td>
<td>PHYSICAL EDUCATION CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
<td>This course explores the secondary physical education classroom teaching and assessment strategies, and national and state standards. Candidates examine topics including developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, developing and practicing social skills, and the value of fair play in games and sports. Candidates develop skills in selecting, designing, and adapting instruction for diverse student populations. The course also emphasizes classroom and sport/field management skills and safety as they relate to physical education instruction.</td>
</tr>
<tr>
<td>SEC 540</td>
<td>SCIENCE CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SEC 541</td>
<td>VISUAL ARTS CONTENT AND CURRICULAR KNOWLEDGE</td>
<td>3</td>
<td>This course explores the theory, application, and strategies of teaching the visual arts for single-subject teacher candidates. Candidates identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that influence the arts. Candidates develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course also emphasizes classroom management skills, including safety, and the use of technology as they relate to visual arts instruction.</td>
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<tr>
<td>SEC 545</td>
<td>SECONDARY CLINICAL PRACTICE</td>
<td>3</td>
<td>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 Tasks 1, 2, and 3 of the teacher performance assessment.</td>
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<tr>
<td>SEC 583</td>
<td>SECONDARY CLINICAL PRACTICE</td>
<td>3</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates will focus on the following topics: requirements and expectations for clinical practice, 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 classroom experiences. Finally, candidates will prepare and submit all respective tasks of the teacher performance assessment.</td>
</tr>
<tr>
<td>SEC 586</td>
<td>SECONDARY CLINICAL PRACTICE A</td>
<td>3</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: requirements and expectations for clinical practice and the teacher performance assessment, the learning environment, planning instruction, and teaching planned lessons. The course provides a forum for open discussion and problem solving based on classroom experiences and the ability to use and apply Teaching Performance Expectations. Teacher candidates begin preparing their teacher performance assessment submission.</td>
</tr>
<tr>
<td>SEC 587</td>
<td>SECONDARY CLINICAL PRACTICE B</td>
<td>3</td>
<td>This course emphasizes the practical application of educational theories and methods. Candidates focus on the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. The course provides practical guidance for candidates seeking a teaching position, and serves as a forum for open discussion and problem solving based on their classroom experiences and abilities to use and apply the full-range of Teaching Performance Expectations. Teacher candidates finalize and submit their completed teacher performance assessment.</td>
</tr>
<tr>
<td>SEC 590</td>
<td>SECONDARY STUDENT TEACHING PART A</td>
<td>4</td>
<td>This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>SEC 595</td>
<td>SECONDARY STUDENT TEACHING PART B</td>
<td>4</td>
<td>This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.</td>
</tr>
<tr>
<td>SEC 596</td>
<td>SECONDARY STUDENT TEACHING</td>
<td>8</td>
<td>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 Tasks 1, 2, and 3 of the teacher performance assessment.</td>
</tr>
<tr>
<td>SEC 598</td>
<td>SECONDARY STUDENT TEACHING: PART A</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>SEC 599</td>
<td>SECONDARY STUDENT TEACHING: PART B</td>
<td>4</td>
<td>This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.</td>
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<tr>
<td>SEI 300</td>
<td>STRUCTURED ENGLISH IMMERSION</td>
<td>3</td>
<td>This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.</td>
</tr>
<tr>
<td>SEI 301</td>
<td>ADVANCED STRUCTURED ENGLISH IMMERSION METHODS</td>
<td>3</td>
<td>This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.</td>
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<tr>
<td>SEI 500</td>
<td>STRUCTURED ENGLISH IMMERSION</td>
<td>3</td>
<td>This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.</td>
</tr>
<tr>
<td>SEI 503</td>
<td>ADVANCED STRUCTURED ENGLISH IMMERSION METHODS</td>
<td>3</td>
<td>This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.</td>
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<tr>
<td>SEI 504</td>
<td>STRUCTURED ENGLISH IMMERSION-ELEMENTARY</td>
<td>3</td>
<td>This course addresses legal and historical foundations of structured English immersion (SEI) foundations, instructional elements and language development of English learners in elementary grades, and culturally relevant instruction. Candidates explore SEI identification, SEI models, and English Language Proficiency Standards. Candidates also examine language acquisition theories, elements of language, and language domains. Candidates learn instructional strategies for academic English development in elementary settings. This course is designed to meet the standards set by the Arizona Department of Education.</td>
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<tr>
<td>SEI 506</td>
<td>STRUCTURED ENGLISH IMMERSION - SECONDARY</td>
<td>3</td>
<td>This course addresses legal and historical foundations of structured English immersion (SEI) foundations, instructional elements and language development of English learners in secondary grades, and culturally relevant instruction. Candidates explore SEI identification, SEI models, and English Language Proficiency Standards. Candidates also examine language acquisition theories, elements of language, and language domains. Candidates learn instructional strategies for academic English development in secondary settings. This course is designed to meet the standards set by the Arizona Department of Education.</td>
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<tr>
<td>SEI 507</td>
<td>STRUCTURED ENGLISH IMMERSION - SECONDARY</td>
<td>3</td>
<td>This course introduces students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students examine the legal and historical foundations of structured English immersion (SEI) foundations, the English Language Proficiency (ELP) Standards, SEI identification, and the application of assessment data to instruction. Students are also introduced to instructional elements and language development of English learners in secondary grades, including language acquisition theories, elements of language, and language domains. Culturally relevant instruction for English learners and family and community engagement are also explored. This course is designed to meet the standards set by the Arizona Department of Education.</td>
</tr>
<tr>
<td>SEI 508</td>
<td>ADVANCED STRUCTURED ENGLISH IMMERSION - SECONDARY</td>
<td>3</td>
<td>This course addresses Structured English Immersion (SEI) instruction and assessment of secondary English learners. Students examine the Universal Design for Learning (UDL) framework as an approach to English language instruction for diverse learners. The alignment of English Language Proficiency (ELP) Standards to the Arizona English Language Arts Standards (Reading, Writing, Listening and Speaking, and Language) and their application to lesson planning is also explored. This course is designed to meet the standards set by the Arizona Department of Education.</td>
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<th>Course Code</th>
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<tr>
<td>SMH 591</td>
<td>CREATING A SUSTAINABLE HEALTH CARE ORGANIZATION</td>
<td>3</td>
<td>This course explores the opportunities and challenges for health administrators as they seek to create organizational environments focused on sustainability. Topics include understanding sustainability in health sector contexts, assessing institutional practices, facilitating culture change, and innovation in the context of health care sustainability.</td>
</tr>
<tr>
<td>SMH 593</td>
<td>THE ECONOMICS OF HEALTH CARE SUSTAINABILITY</td>
<td>3</td>
<td>This course examines the economic issues related to the management of resources in the creation and day-to-day operations of sustainability-focused organizations. Topics include cost-benefit analysis of sustainable products, supply chains, and corporate partnerships, as well as sustainability metrics across the health sector.</td>
</tr>
<tr>
<td>SMH 596</td>
<td>ISSUES IN ENVIRONMENTAL SUSTAINABILITY</td>
<td>3</td>
<td>This course will explore the impact of sustainability across the health sector. Topics include the evolving strategies that are transforming health technology, regulation, and societal and community interactions. Topics include the use of emerging evidence based knowledge to support environmental sustainability.</td>
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<tr>
<td>SOC 100</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>3</td>
<td>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.</td>
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<td>SOC 110</td>
<td>TEAMWORK, COLLABORATION, AND CONFLICT RESOLUTION</td>
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<td>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.</td>
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<td>SOC 262</td>
<td>CONTEMPORARY AMERICAN SOCIETY</td>
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<td>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.</td>
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<td>SOC 315</td>
<td>CULTURAL DIVERSITY</td>
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<td>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.</td>
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<td>SOC 335</td>
<td>THE PEOPLES AND CULTURES OF ASIA</td>
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<td>This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.</td>
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<tr>
<td>SOC 337</td>
<td>CONTEMPORARY LATIN AMERICAN SOCIETY</td>
<td>3</td>
<td>This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.</td>
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<tr>
<td>SOC 338</td>
<td>THE AFRICAN AMERICAN EXPERIENCE</td>
<td>3</td>
<td>This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture, and the inequalities African Americans face in popular American culture. Race, class, and gender of the African American people will be explored from a historical to modern-day perspective.</td>
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<tr>
<td>SPAN 110</td>
<td>CONVERSATIONAL SPANISH I</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPAN 114</td>
<td>CONVERSATIONAL SPANISH II</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPAN 520</td>
<td>Spanish for Educators, Basic</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPAN 521</td>
<td>Spanish for Educators, Intermediate</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPE 300</td>
<td>ORIENTATION TO THE EXCEPTIONAL CHILD</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPE 300CA</td>
<td>ORIENTATION TO THE EXCEPTIONAL CHILD</td>
<td>3</td>
<td>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.</td>
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<td>SPE 512</td>
<td>SPECIAL EDUCATION ASSESSMENT AND INTERPRETATION</td>
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<td>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.</td>
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<td>SPE 513</td>
<td>ORIENTATION TO THE EXCEPTIONAL CHILD</td>
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<td>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.</td>
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<td>SPE 514</td>
<td>SURVEY OF SPECIAL POPULATIONS</td>
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<td>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.</td>
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<tr>
<td>SPE 514CA</td>
<td>SURVEY OF SPECIAL POPULATIONS</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SPE 544</td>
<td>CHARACTERISTICS OF EMOTIONAL &amp; BEHAVIORAL DISORDERS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPE 556</td>
<td>CHARACTERISTICS OF PHYSICAL &amp; HEALTH DISABILITIES</td>
<td>3</td>
<td>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 be also be examined.</td>
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<tr>
<td>SPE 557</td>
<td>COLLABORATION WITH FAMILIES OF STUDENTS WITH DISABILITIES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPE 558</td>
<td>TRANSITION PLANNING FOR ADOLESCENTS WITH DISABILITIES</td>
<td>3</td>
<td>This course focuses on the role of the special education teacher as he/she transitions adolescents with disabilities into adult living. The course examines student transition between the educational setting, the home environment, and employment and community environments. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational, and transition skills are also discussed. Students will learn skills and concepts in working with students with special needs, parental involvement, and the community.</td>
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<td>SPE 559</td>
<td>CHARACTERISTICS OF LEARNING DISABILITIES</td>
<td>3</td>
<td>This course examines the foundations of special education and characteristics of learning disabilities. Causes attributed to learning disabilities, the referral process, and available programs or service delivery options are examined. Various assessment and remediation techniques, as well as the use of appropriate classroom materials, are analyzed and evaluated. Curricular modifications for students in inclusive settings are also explored.</td>
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<tr>
<td>SPE 574</td>
<td>CHARACTERISTICS OF INTELLECTUAL/DEVELOPMENTAL DISABILITIES</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPE 575</td>
<td>INCLUSION STRATEGIES OF THE SPECIAL EDUCATOR</td>
<td>3</td>
<td>This course examines the roles of special educators when including students with disabilities in general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.</td>
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<tr>
<td>SPE 576</td>
<td>CHARACTERISTICS OF AUTISM SPECTRUM DISORDERS</td>
<td>3</td>
<td>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.</td>
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<td>SPE 577</td>
<td>SPECIAL EDUCATION CLINICAL PRACTICE</td>
<td>3</td>
<td>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 Tasks 1, 2, and 3 of the teacher performance assessment.</td>
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<tr>
<td>SPE 578</td>
<td>MODELS, THEORIES AND INSTRUCTIONAL STRATEGIES FOR SPE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SPE 584</td>
<td>LEARNING DISABILITIES AND LANGUAGE AND DEVELOPMENT DISORDERS</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPE 591</td>
<td>CHARACTERISTICS OF EXCEPTIONALITIES</td>
<td>3</td>
<td>This course examines teaching and managing students with mild disabilities. Special emphasis is placed on specific learning disabilities, intellectual and developmental disabilities, and emotional disturbance. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.</td>
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<tr>
<td>SPE 594</td>
<td>SPECIAL EDUCATION STUDENT TEACHING: PART A</td>
<td>4</td>
<td>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.</td>
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<tr>
<td>SPE 595</td>
<td>SPECIAL EDUCATION STUDENT TEACHING: PART B</td>
<td>4</td>
<td>This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.</td>
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<tr>
<td>SPE 596</td>
<td>SPECIAL EDUCATION STUDENT TEACHING</td>
<td>8</td>
<td>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 Tasks 1, 2, and 3 of the teacher performance assessment.</td>
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<tr>
<td>SPED 530</td>
<td>Introduction to Learners with Special Needs</td>
<td>3</td>
<td>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.</td>
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<td>SPED 531</td>
<td>Special Education Teaching Methods</td>
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<td>This course provides an overview of teaching</td>
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<td>methods used in the K-12 special education</td>
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<td>classroom, with an emphasis on students with</td>
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<td>specific learning disabilities, emotional</td>
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<td>disabilities, and other mild to moderate</td>
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<td>disabilities. Participants explore the</td>
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<td>relationship between individual student</td>
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<td>characteristics and the development of an</td>
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<td>Individualized Education Program, as well as:</td>
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<td>instructional implications of special education</td>
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<td>categories, characteristics of various service</td>
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<td>delivery models, lesson planning, instructional</td>
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<td>strategies, classroom organization and</td>
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<td>management, crisis prevention, transition</td>
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<td>planning, and career counseling. Communication</td>
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<td>through consultation and collaboration, and</td>
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<td>professional and ethical practices are also</td>
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<td>SPED 532</td>
<td>Special Education Assessment</td>
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<td>This course provides an overview of assessment</td>
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<td>in the K-12 special education classroom.</td>
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<td>Participants focus on assessing learners with</td>
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<td>special needs, with an emphasis on measuring a</td>
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<td>learner's abilities and diagnosing his or her</td>
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<td>strengths and needs. Commonly used tests and</td>
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<td>evaluation systems used in public school special</td>
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<td>education programs are examined. Participants</td>
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<td>review guidelines and procedures for developing</td>
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<td>the individualized education program and</td>
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<td>evaluate the use of progress monitoring</td>
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<td>assessments to assess student performance. The</td>
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<td>special education referral process, the use of</td>
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<td>response to intervention for assessment and</td>
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<td>remedial purposes, and basic remediation</td>
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<td>principles and strategies are also discussed.</td>
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<td>SPED 533</td>
<td>Mainstreaming and Inclusion</td>
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<td>The focus of this course is mainstreaming and</td>
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<td>inclusion of students with special needs in</td>
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<td>regular classrooms. Participants explore the</td>
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<td>history and evolution of special education,</td>
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<td>including federal legislation and related</td>
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<td>standards. Identification and referral, lesson</td>
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<td>planning, modifications and accommodations,</td>
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<td>communication and collaboration, and assessment</td>
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<td>are also examined.</td>
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<td>SPED 534</td>
<td>Speech and Language Disorders</td>
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<td>This course provides educators with an overview</td>
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<td>of speech and language disorders. Participants</td>
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<td>examine language acquisition and development;</td>
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<td>language disorders; speech, articulation, and</td>
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<td>phonological disorders; voice, swallowing, and</td>
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<td>fluency disorders; and hearing disorders.</td>
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<td>Classroom management, instructional strategies,</td>
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<td>assessment, and augmentative and alternative</td>
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<td>technologies are also explored.</td>
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<td>SPED 535</td>
<td>Overview of Severe Disabilities</td>
<td>3</td>
<td>This course provides K-12 educators with an overview of severe disabilities. Participants examine the categories and characteristics of severe disabilities including impairments, injuries, and disorders. Special education laws, teaching strategies, assessment, placement options, augmentative and assistive technology, communication and collaboration among stakeholders, and cultural considerations are also explored.</td>
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<tr>
<td>SPED 536</td>
<td>Transition Planning for Adolescents with Disabilities</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SPED 537</td>
<td>Mathematics Instruction for Special Education</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPED 538</td>
<td>Special Education in Early Childhood</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPED 557</td>
<td>Collaboration with Families of Students with Disabilities</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SPED 560</td>
<td>Teaching Learners with Disabilities</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>SPED 591</td>
<td>Characteristics of Exceptionalities</td>
<td>3</td>
<td>This course examines teaching and managing students with mild disabilities. Special emphasis is placed on specific learning disabilities, intellectual and developmental disabilities, and emotional disturbance. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.</td>
</tr>
<tr>
<td>STEAM 506</td>
<td>STEAM Education: Curriculum and Instruction</td>
<td>3</td>
<td>This course focuses on researching, analyzing, and applying curricular theory and philosophy of best practices in the 21st century classroom for implementing STEAM education. Special attention is given to STEAM-specific instructional strategies such as project-based assessment, inquiry-based learning, and conceptual change. Participants focus on planning and practical applications, differentiated instruction, collaboration, the use of technology, and inclusion of the arts in the development of effective K-12 learning environments that involve creating solutions to real-world problems.</td>
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<tr>
<td>STR 581</td>
<td>STRATEGIC PLANNING &amp; IMPLEMENTATION</td>
<td>3</td>
<td>This capstone course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create a sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation and evaluation, and risk management.</td>
</tr>
<tr>
<td>STRCB 581</td>
<td>STRATEGIC PLANNING AND IMPLEMENTATION</td>
<td>3</td>
<td>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. Competency 31: The student will evaluate sustainable competitive advantages for an organization through a SWOT analysis. Competency 32: The student will develop business strategies to create sustainable competitive advantage for an organization. Competency 33: The student will justify an organization's strategic plan to gain stakeholder support.</td>
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<tr>
<td>SUS 300</td>
<td>ENVIRONMENTAL SUSTAINABILITY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SWRK 200</td>
<td>INTRODUCTION TO SOCIAL WORK</td>
<td>3</td>
<td>This course introduces students to the foundations of social work and social justice. Students examine the history, philosophical foundation, and theoretical perspectives of the profession of social work and come to understand the nature and causes of major social welfare issues.</td>
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<tr>
<td>SWRK 210</td>
<td>SOCIAL PROBLEMS AND PROGRAMS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SWRK 220</td>
<td>PROFESSIONAL AND ETHICAL BEHAVIORS FOR SOCIAL WORK PRACTICE</td>
<td>3</td>
<td>Social workers are held to an advanced level of professionalism through a code of ethics and practice standards. Students learn how to adhere to these ethical and legal aspects in their work, maintain proper self-care, and be supportive of their discipline's role and responsibilities, which relies on respecting client self-determination, human rights, multiculturalism, and ethnic diversity.</td>
</tr>
<tr>
<td>SWRK 300</td>
<td>THERAPEUTIC COMMUNICATION</td>
<td>3</td>
<td>This course provides students with advanced-level knowledge of interviewing, intervention, assessment, and documentation skills needed to perform social work practice. Students develop skills in verbal and written communication and examine the importance of effective documentation from a social and legal perspective.</td>
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<tr>
<td>SWRK 310</td>
<td>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I</td>
<td>3</td>
<td>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. Trauma, loss, grief, violence, homelessness, changes in lifestyle, and gender issues are specifically examined. The philosophical, cultural, medical, psychological, and spiritual aspects of life are explored, as well as the differences in working with children, adolescents, and adults and the assessment of complicated grief reactions.</td>
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<td>SWRK 320</td>
<td>SOCIAL WELFARE POLICY AND THE LAW</td>
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<td>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.</td>
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<td>SWRK 330</td>
<td>SOCIAL WORK PRACTICE: INDIVIDUALS AND FAMILIES</td>
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<td>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.</td>
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<td>SWRK 340</td>
<td>SOCIAL WORK PRACTICE: GROUPS</td>
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<td>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.</td>
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<td>SWRK 345</td>
<td>SOCIAL ADVOCACY: CHILD ENDANGERMENT AND GLOBAL FACTORS</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>SWRK 350</td>
<td>SOCIAL JUSTICE AND DIVERSITY IN SOCIAL WORK</td>
<td>3</td>
<td>Students learn to advocate for human rights and social justice, exploring diverse strategies for working with groups that may be oppressed due to race, ethnicity, culture, age, gender, sexual orientation, ability, economic status, or other factors. Students learn to recognize how a society’s structures and values may oppress, alienate, or marginalize diverse segments of the population.</td>
</tr>
<tr>
<td>SWRK 360</td>
<td>SOCIAL WORK PRACTICE: COMMUNITIES AND ORGANIZATIONS</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SWRK 380</td>
<td>ADVANCED SOCIAL WORK PRACTICE</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SWRK 390</td>
<td>ADVANCED SOCIAL WELFARE POLICY</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SWRK 400</td>
<td>RESEARCH AND EVALUATION IN SOCIAL WORK PRACTICE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SWRK 405</td>
<td>FIELD EDUCATION I</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>SWRK 420</td>
<td>FIELD EDUCATION II</td>
<td>3</td>
<td>A continuation of SWRK/305, this course provides 5 additional weeks of supervised generalist practice within the community.</td>
</tr>
<tr>
<td>SWRK 421</td>
<td>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SWRK 430</td>
<td>SOCIAL WORK, WELFARE, AND POLICY: CONNECTIONS</td>
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<td>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.</td>
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<td>SWRK 460</td>
<td>INTEGRATION OF SOCIAL WORK</td>
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<td>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.</td>
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<tr>
<td>SWRK 470</td>
<td>SOCIAL WORK CAPSTONE AND PORTFOLIO</td>
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<td>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.</td>
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<td>TCH 501</td>
<td>Teaching Methods: Elementary Art</td>
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<td>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.</td>
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<tr>
<td>TCH 502</td>
<td>Teaching Methods: Elementary Language Arts</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TCH 503</td>
<td>Teaching Methods: Elementary Mathematics</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TCH 504</td>
<td>Teaching Methods: Elementary Science</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>TCH 505</td>
<td>Teaching Methods: Elementary Social Studies</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>TCH 510</td>
<td>Secondary Teaching Methods</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TCH 511</td>
<td>Teaching Methods: Secondary Art</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TCH 513</td>
<td>Teaching Methods: Secondary Mathematics</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TCH 514</td>
<td>Teaching Methods: Secondary Science</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>TCH 515</td>
<td>Teaching Methods: Secondary History/Social Studies</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TCH 533</td>
<td>Teaching Methods: Mathematics Assessment</td>
<td>3</td>
<td>This course promotes the understanding of theories guiding math instruction within the framework of the Common Core State Standards (CCSS) and National Council of Teachers of Mathematics (NCTM) principles and standards. Participants select, develop, and evaluate assessment tools aligned to Common Core State Standards in the K-8 mathematics classroom. Particular emphasis is given to implementing timely, relevant, and thoughtful assessment and analyzing student errors and misunderstandings. By using this approach, ongoing, constructive, and supportive feedback serves as a meaningful instructional tool for students.</td>
</tr>
<tr>
<td>TCH 543</td>
<td>Teaching Methods: Remedial Mathematics</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TECH 510</td>
<td>USING APPS IN THE CLASSROOM</td>
<td>1</td>
<td>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.</td>
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<tr>
<td>TECH 511</td>
<td>Using Google Tools in the Classroom</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>TECH 519</td>
<td>Using Social Media in the Classroom</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>TECH 520</td>
<td>Multimedia for Educators</td>
<td>2</td>
<td>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.</td>
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<tr>
<td>TECH 522</td>
<td>Technology Integration for Educators</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>TECH 524</td>
<td>Technology Survival for Educators</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TECH 525</td>
<td>Becoming a Connected Educator</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TESOL 570</td>
<td>Foundations of Instruction</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TESOL 571</td>
<td>Instructional Techniques and Methods</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>TESOL 572</td>
<td>Assessment</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TESOL 573</td>
<td>Applied Linguistics</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TESOL 574</td>
<td>Cross-Cultural Communication</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TESOL 575</td>
<td>Teaching Reading and Writing</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
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<tr>
<td>TEST 105</td>
<td>Test Course Only 105</td>
<td>3.76</td>
<td>This course is a study in Java™ programming. It covers topics around Java™ building blocks, operators, core APIs, methods and exceptions. These topics are closely aligned with Oracle® Certified Associate Java™ SE examination.</td>
</tr>
<tr>
<td>TEST 888</td>
<td>TEST TITLE</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>TPA 100</td>
<td>TPA PLANNING AND INSTRUCTION</td>
<td>1</td>
<td>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.</td>
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<tr>
<td>TPA 200</td>
<td>TPA INSTRUCTION AND ASSESSMENT</td>
<td>1</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>VCT 231</td>
<td>VIDEO COMMUNICATION FUNDAMENTALS</td>
<td>3</td>
<td>This course introduces the tools and techniques used in video postproduction. This includes examining postproduction workflow, use of graphics and audio to enhance video clips, and preparing video communication content for a professional audience.</td>
</tr>
<tr>
<td>VCT 236</td>
<td>INTRODUCTION TO IMAGE EDITING AND FORMATTING</td>
<td>3</td>
<td>This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.</td>
</tr>
<tr>
<td>VCT 241</td>
<td>ELECTRONIC PUBLISHING FUNDAMENTALS</td>
<td>3</td>
<td>This course introduces the role of electronic publishing in the delivery of information to businesses and consumers. Emphasis is placed on the methods and techniques involved in the electronic publishing of professional materials, reports, and digital content.</td>
</tr>
<tr>
<td>VCT 251</td>
<td>GRAPHIC DESIGN AND ILLUSTRATION FUNDAMENTALS</td>
<td>3</td>
<td>This course introduces the tools and techniques used in graphic design and illustration. This includes utilizing drawing tools, color manipulation, design techniques, and formatting content for a professional audience.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>VCT 305</td>
<td>DIGITAL DESIGN</td>
<td>3</td>
<td>This course presents principles of digital design. An overview of digital design is presented that includes designing and developing creative presentations across various media; including print, video, web, and mobile platforms.</td>
</tr>
<tr>
<td>VCT 330</td>
<td>IMAGE EDITING WITH PHOTOSHOP</td>
<td>3</td>
<td>This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Photoshop® CC™ certification exam. Topics include: Photoshop® fundamentals; using Adobe® Bridge; using Camera Raw; editing images; using selections, layers, filters, vector tools, and adjustments; and outputting for web and print.</td>
</tr>
<tr>
<td>VCT 360</td>
<td>ELECTRONIC PUBLISHING WITH INDESIGN</td>
<td>3</td>
<td>This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: InDesign CC certification exam. Topics include: establishing layouts, creating and managing text, working with graphics, working with colors and transparency, and publishing documents.</td>
</tr>
<tr>
<td>VCT 390</td>
<td>VIDEO COMMUNICATIONS WITH PREMIERE PRO</td>
<td>3</td>
<td>This course provides an intensive workshop where the student will gain the hands-on experience required to help pass the ACE: Premiere Pro CC certification exam. Topics include: planning and designing Premiere Pro projects; video editing and transitions, working with graphics and effects, handling audio, and publishing.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>WEB 240</td>
<td>WEB DESIGN FUNDAMENTALS</td>
<td>3</td>
<td>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. Topics may include HTML5, Cascading Style Sheets (CSS), JavaScript, website hosting, site publication, site maintenance, and search engine optimization (SEO).</td>
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<tr>
<td>WEB 401</td>
<td>WEB DEVELOPMENT</td>
<td>3</td>
<td>This course covers topics such as designing dynamic web pages and an introduction to Java™ and Java applets. Emphasis is placed upon the appropriate use of web programming tools.</td>
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<tr>
<td>WEB 407</td>
<td>ADVANCED WEB DEVELOPMENT</td>
<td>3</td>
<td>This course focuses on existing and emerging web development technologies. Topics include specialized web markup languages, server-side backend databases, server-side programming, web services, enterprise web development, and web applications.</td>
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<tr>
<td>WEB 436</td>
<td>MOBILE COMMERCE</td>
<td>3</td>
<td>This course explores the concept of mobile commerce from the perspective of an advanced web developer or development manager. Students will focus on E-Commerce principles, M-Commerce websites and apps, security, ethics, and emerging technologies.</td>
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<td>Course Code</td>
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<tr>
<td>WEB 437</td>
<td>WEB COMMERCIALIZATION</td>
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<td>Successful commercialization of any technology requires not only a good technical understanding, but also a basic foundation that covers bringing the product to market by first developing a solid business plan. Topics of this course include strategy and e-commerce planning, e-commerce tools and techniques, marketing strategies, analytics and security.</td>
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<tr>
<td>WRIT 310</td>
<td>CREATIVE WRITING: PERSONAL ESSAYS AND CREATIVE NON-FICTION</td>
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<td>This course in creative writing offers practice and criticism in the reading, analysis, and composition of personal essays and nonfiction.</td>
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<tr>
<td>WRIT 320</td>
<td>ADVANCED COMPOSITION FOR THE ENGLISH MAJOR</td>
<td>3</td>
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<td>This course in advanced composition is for students who want to develop advanced writing skills. While focus and subject matter may vary, a rhetorical emphasis will guide the writing tasks.</td>
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<tr>
<td>WRIT 350</td>
<td>WRITING FOR SOCIAL MEDIA</td>
<td>3</td>
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<td>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.</td>
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