

Residency Requirements and Course Waivers for the PM

Students must meet established University residency requirement for degree 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 on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course 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.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the required course of study may not be waived: CPMGT 305

Course Descriptions for the PM

CPMGT 300.....3 credits

Project Management

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.

CPMGT 3013 credits

Strategic Portfolio and Project Management

This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 3023 credits

Procurement and Risk Management

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.

CPMGT 3033 credits

Project Estimating and Control Techniques

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.

CPMGT 3043 credits

Leading Projects in Organizations

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.

CPMT 3053 credits

Project Management Capstone

This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

Human Resource Management

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Certificate Program in Human Resource Management provides education in areas which the human resource professional faces daily; from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge.

Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/hrm>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the HRM

HRM 300	3 credits
Fundamentals of Human Resource Management	
HRM 434	3 credits
Employment Law	
HRM 324 ~.....	3 credits
Total Compensation	
HRM 420 ~.....	3 credits
Human Resource Risk Management	
HRM 326 ~.....	3 credits
Employee Development	
HRM 498 ~.....	3 credits
Strategic Human Resource Management and Emerging Issues	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the HRM

All applicants to this certificate program are expected to meet the following additional admission requirements:

- 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.
- South Carolina: Applicants attending a local campus in South Carolina 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 an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). 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 may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the HRM

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as follows: Human Resource Management.

Residency Requirements and Course Waivers for the HRM

Students must meet established University residency requirement for degree 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 on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course 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.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HRM 498

Course Descriptions for the HRM

HRM 300	3 credits
Fundamentals of Human Resource Management	

This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 434	3 credits
Employment Law	

This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.

HRM 3243 credits
Total Compensation

This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 4203 credits
Human Resource Risk Management

This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 3263 credits
Employee Development

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 impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

HRM 4983 credits
Strategic Human Resource Management and Emerging Issues

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 business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. 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.

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CERTIFICATE PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - GRADUATE

Graduate Certificate in Human Resources Management

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Graduate Human Resources Management Certificate Program in addresses issues which the human resource professional faces daily, from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge. Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/g-hrm>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the G-HRM

HRM 546	3 credits
Human Resource Law	
HRM 558	3 credits
Research in Human Resource Management	
HRM 548	3 credits
Recruitment and Retention Practices	
HRM 552	3 credits
Organizational Training and Development	
HRM 595 ~	3 credits
Human Resource Capstone Course	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the G-HRM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e- JD, LLB, LL.M). 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.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the G-HRM

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 15 credits.
- All students must meet residency requirements.
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for the G-HRM program will read as: Graduate Human Resources Management.

Residency Requirements and Course Waivers for the G-HRM

Completion of a minimum of 12 credits of the required course of study to meet University residency requirements.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Students who have completed graduate University of Phoenix course work that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course 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 "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HRM 595

Course Descriptions for the G-HRM

HRM 546 3 credits

Human Resource Law

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.

HRM 558 3 credits

Research in Human Resource Management

This course applies research methods to human resource functions. Students 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.

HRM 548 3 credits

Recruitment and Retention Practices

This course prepares students to evaluate and develop a workforce to attain organizational goals. Students 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.

HRM 552 3 credits

Organizational Training and Development

This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.

HRM 595 3 credits

Human Resource Capstone Course

This content area 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 alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.

Graduate Accounting Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Students in the Graduate Accounting Certificate will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts.

The Graduate Accounting Certificate is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam.

While completing this certificate program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work

Note: 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 if this program, combined with their undergraduate degree and any other specific criteria, meets the requirements to qualify for examination in that specific jurisdiction. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction's requirements will be consistent with the requirements at the time of admission.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/g-acc>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the G-ACC

COM 530	3 credits
Communications for Accountants	
ACC 537	3 credits
Financial Accounting	
ACC 541 ~	3 credits
Accounting Theory and Research	
<i>Students must select 3 courses from the following list:</i>	
ACC 542 ~	3 credits
Accounting Information Systems	
ACC 543 ~	3 credits
Managerial Accounting & Legal Aspects of Business	
ACC 544 ~	3 credits
Internal Control Systems	
ACC 545 ~	3 credits
Financial Reporting	
ACC 546 ~	3 credits
Auditing	
ACC 547 ~	3 credits
Taxation	
ACC 548 ~	3 credits
Not-for-Profit & Government Accounting	
ACC 556 ~	3 credits
Forensic Accounting	
ACC 557 ~	3 credits
Accounting Ethics	
ETH 557 ~	3 credits
Accounting Ethics	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the G-ACC

All applicants to this certificate program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the G-ACC

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students who complete the Graduate Accounting Certificate and wish to enroll in the MSA program can apply courses towards the MSA program requirement.

The certificate awarded for the G-ACC program will read as follows: Graduate Accounting

Residency Requirements and Course Waivers/Competency for the G-ACC

Completion of a minimum of 12 credit of the required course of study to meet University residency requirements.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Students who have completed graduate UOPX course work that meets the requirements for the Graduate Accounting Certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Accounting Theory & Research (ACC 541) may not be waived.

Competency Course Satisfaction for the G-ACC

Eligible students may satisfy the two competency courses: (ACC 537, COM 530) using one of the following methods:

- Six (6) semester credits of upper-division undergraduate coursework or three (3) semester credits of graduate coursework in financial accounting that meets the following requirements will satisfy ACC 537:
 - The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university,
 - The coursework must have been completed with a C- or better, within the past ten (10) years of application to the University.

- A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in this certificate program.
- Six (6) semester credits of upper-division undergraduate coursework or three (3) semester credits of graduate coursework in communications that meets the following requirements will satisfy COM 530:
 - The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university,
 - The coursework must have been completed with a C- or better, within the past ten (10) years of application to the University.
 - A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in this certificate program.

Course Descriptions for the G-ACC

COM 530 3 credits

Communications for Accountants

In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

ACC 537 3 credits

Financial Accounting

In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of 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.

ACC 541 3 credits

Accounting Theory & Research

This is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder's equity, and a program overview.

ACC 542 3 credits

Accounting Information Systems

In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.

ACC 543 3 credits

Managerial Accounting & Legal Aspects of Business

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.

ACC 544 3 credits

Internal Control Systems

In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545 3 credits

Financial Reporting

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, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.

ACC 546 3 credits

Auditing

In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor's role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.

ACC 547 3 credits

Taxation

In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

ACC 548 3 credits

Not-for-Profit & Government Accounting

In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.

ACC 5563 credits

Forensic Accounting

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.

ACC 5573 credits

Accounting Ethics

In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

ETH 5573 credits

Accounting Ethics

In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

Graduate Marketing Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Students in the Marketing Certificate program will develop an understanding of marketing concepts and applications. Students will develop and communicate innovative approaches to stakeholders in a socially responsible manner and will be well positioned for several professionally recognized marketing certification exams. The Marketing Certificate is designed for students who want to enhance their marketing skills, enter the marketing profession, or complete additional coursework required for several professionally recognized marketing certification exams.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/g-mkt>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the GMKT

MKT 5713 credits

Marketing

MKT 544 ~3 credits

Integrated Marketing Communications

MKT 554 ~3 credits

Consumer Behavior

MKT 552 ~3 credits

Technology Applications and e-Marketing

MKT 562 ~3 credits

Advanced International Marketing

MKT 593 ~3 credits

Product Design and Development

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the GMKT

All applicants to this program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the GMKT

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for the G-MKT program will read as follows: Graduate Marketing.

Residency Requirements and Course Waivers for the GMKT

Completion of a minimum of 12 credit of the required course of study to meet University residency requirements.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Students who have completed graduate University of Phoenix course work that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course 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 "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the Required Course of Study may not be waived: MKT 593

Course Descriptions for the GMKT

MKT 571 3 credits
Marketing

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.

MKT 544 3 credits
Integrated Marketing Communications

This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 554 3 credits
Consumer Behavior

This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.

MKT 552 3 credits
Technology Applications and e-Marketing

This course prepares students to integrate technology in marketing functions. Students design the organization and content of a website to accomplish one or more marketing objectives. Topics include basics of the World Wide Web, bandwidth, servers and storage, e-Marketing, e-Commerce, and targeting customers.

MKT 562 3 credits
Advanced International Marketing

This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.

MKT 593..... 3 credits
Product Design and Development

In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use 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, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.

Graduate Project Management Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Students in the Graduate Project Management Certificate program will develop an understanding of project management concepts, applications, and the five processes that define project management. Students will collaboratively create an organizational project plan using Microsoft Project® software. The concentration is based on standards as tested by the Project Management Professional (PMP) certification examination.

The Graduate Project Management Certificate program is designed for students who want to enhance their project management skills, become project managers, or complete additional coursework in preparation for Project Management Professional (PMP) certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/> programs.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the G-PM

- MGT 521 3 credits
Management
- PM 571 ~ 3 credits
Project Management
- PM 582 ~ 3 credits
Project Leadership
- PM 584 ~ 3 credits
Project Risk Management
- PM 586 ~ 3 credits
Project Quality Management
- PM 598 ~ 3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the G-PM

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.

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the G-PM

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 18 credits.
- All students must meet residency requirements.
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for this program will read as follows:
Graduate Project Management

Residency Requirements and Course Waivers for the G-PM

Completion of a minimum of 15 credits of the required course of study to meet University residency requirements. Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students who have completed graduate University of Phoenix coursework that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course 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 "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MGT 521, PM 598

Course Descriptions for the G-PM

MGT 521 3 credits

Management

This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include MBA program goals, argument construction, decision making, collaboration, and academic research.

PM 571 3 credits

Project Management

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.

PM 582 3 credits

Project Leadership

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.

PM 584 3 credits

Project Risk Management

This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.

PM 586 3 credits

Project Quality Management

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.

PM 598 3 credits

Project Management Capstone

In this concentration 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.

CERTIFICATE PROGRAMS FOR THE COLLEGES OF ARTS AND SCIENCES

Graduate Health Care Informatics Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate program is designed for health care and nurse professionals interested in pursuing or advancing in careers associated with health care informatics and technology. Individuals with little or no background in Informatics receive an overview of informatics as it relates to delivery within a health care facility. The program is designed to provide the learner with current knowledge in concepts of health care informatics, systems life cycle, and data management. The 10 credit-bearing specialization is available as a certificate program for post-baccalaureate students. The four courses in the informatics specialization certificate program are available at campuses offering nursing or health care degree programs using a variety of delivery methods.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/hci>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the HCI

HCS 504	1 credit
Introduction to Graduate Study in Health Sciences/Nursing	
HCI 500 ~	3 credits
Concepts of Health Care Informatics	
HCI 510 ~	3 credits
Systems Life Cycle	
HCI 520 ~	3 credits
Data Management and Design	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the HCI

All applicants to this certificate program are expected to meet the following additional admission requirements:

- Completion of an undergraduate degree or the entire University of Phoenix BSN or BSHCS Required Course of Study with a minimum GPA of 2.5 or better verified by providing an official transcript.
- A minimum of one year of full-time post high school healthcare work experience.
- Current employment in a nursing or healthcare role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.

Certificate Completion Requirements for the HCI

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 10 credits
- A minimum University program grade point average (GPA) of 3.0.

Residency Requirements and Course Waivers for the HCI

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 7 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 on the basis of regionally or approved nationally accredited transferable coursework.

In order to waive a course in a HCI Certificate Program, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course will not be waived from the certificate program: HCS 504.

Course Descriptions for the HCI

HCS 504	1 credit
Introduction to Graduate Study in Health Sciences/Nursing	

This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCI 500	3 credits
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Concepts of Health Care Informatics

This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.

HCI 510	3 credits
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Systems Life Cycle

This course will focus on the selection and implementation of an information system within a health facility. The course will review the phases of the life cycle: planning, analysis, design, implementation and evaluation.

HCI 5203 credits
Data Management and Design

This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

Gerontology Health Care Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This program is designed to provide health care professionals with diverse interdisciplinary backgrounds with the knowledge and process of aging. Content is designed to provide students with relevant information related to the physical, mental, and social aspects of gerontology as well as human services, economic and legal factors that influence elders.

With an emerging proportion of older adults in our society there is a growing market for aging services which are fueled by products and services for well elders as well as those elders compromised by chronic illnesses or disabilities. Career opportunities are increasing and are not limited to just long term care. Business, industry, community health, federal and local governments and professional organizations will look to include workers prepared to understand the needs of this population as a major consumer of their products and services.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/ghc>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the GHC

HCS 548.....3 credits
 Foundations of Gerontology
 HCS 551 ~.....3 credits
 Biological and psychological Aspects of Aging
 HCS 557 ~3 credits
 Social and Cultural Aspects of Aging
 HCS 565 ~3 credits
 Organization and Management of Aging Services
 The University reserves the right to modify the required course of study.

Additional Admission Requirements for the GHC

All applicants to this certificate program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- All applicants must be currently employed in a suitable health/health related environment or have access to a suitable health/health related work environment for the completion of course assignments.
- A minimum of one year full-time post- high school work experience.

Certificate Completion Requirements for the GHC

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 12 credits.
- All students must meet residency requirements as set by the Dean for each Certificate program.
- A minimum certificate program grade point average (GPA) of 3.0.
- Upon successful completion of HCS 548, HCS 551, HCS 557, and HCS 565, the student can submit a certificate application for GHC, as well as use these courses towards their MHA/GER program requirements. University residency applies with both programs, but students will be considered to have met program residency.
- Students enrolled in the courses as part of their degree will not be able to then request these courses as an additional certificate.

Course Waivers for the GHC

MHA/GER students may dual enroll in this program and submit a certificate application upon successful completion of HCS 548, HCS 551, HCS 557, and HCS 565. The courses may apply to both, the GHC and MHA/GER required course of study. University residency applies to both programs, but students will be considered to have met program residency.

Students in the Gerontology Health Care Certificate Program may waive a maximum of three (3) credits from their program.

In order to waive a course in a Professional Certificate Program, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university,
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the GHC

HCS 548 3 credits

Foundations of Gerontology

This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 551 3 credits

Biological and Psychological Aspects of Aging

This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

HCS 557 3 credits

Social and Cultural Aspects of Aging

This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

HCS 565 3 credits

Organization and Management of Aging Services

This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
 - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
 - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
- Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
- Impaired means that a person's mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.
- Substance abuse means:
 - the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University

- or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
- a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.
 - Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
 - to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
 - to submit to any "for cause" drug testing required by the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
 - to release a copy of any and all drug test results to the University of Phoenix, Dean/ Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.Failure to sign such agreement is grounds for refusal for student admission and progression in the program.
 - The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student's behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.
 - If the results of the 10 panel, plus alcohol drug test is negative for alcohol or illegal drugs:
 - The student shall meet with their Campus College Chair, Director of Nursing, or NP Program Manager within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.
 - The Campus College Chair, Director of Nursing, or NP Program Manager will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.
 - The Campus College Chair, Director of Nursing, or NP Program Manager will arrange for the student to make up the missed clinical hours.
 - If the results of the 10 panel, plus alcohol drug test is positive for alcohol or illegal drugs:
 - A full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.
 - The results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Campus College Chair, Director of Nursing, or NP Program Manager.
 - If the results of the 10 panel, plus alcohol drug test(s) are positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:
 - The student shall, within three (3) business days, obtain a written statement from their treating, licensed health care provider (MD, DO, HMD, ND/NMD, NP or PA) stating that:
 - the drug level is within prescribed limits.
 - the level does not indicate abuse.
 - the student's use of the drug as prescribed will not interfere with safe practice in the clinical area.
- This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.
- The failure of a student to provide the above statement or a health care provider's inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.
 - Students who refuse to submit to a "for-cause" drug test will not be allowed to return to any clinical setting pending conclusion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing where required by the applicable State Board(s) of Nursing's statute(s) or regulation(s).
 - Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.
 - All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.
 - University of Phoenix, College of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board's statutes and/or regulations.

Graduate Nursing/Health Care Education Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This course series is designed for nursing and health care professionals interested in pursuing or advancing in careers as faculty in higher educational settings. Those with no background in higher education receive a strong foundation for the many dimensions of the faculty role. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and instructional strategies.

This credit-bearing certificate program is for post-baccalaureate students. The four courses in the education specialization/certificate program are available at campuses offering nursing or health care degree programs using on ground and/or Flexnet delivery, as well as through the online campus.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/nhce>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the NHCE

HSN 548	3 credits
Role of the Health Care/Nursing Educator	
HSN 540	3 credits
Using Effective Teaching Strategies	
HSN 544	3 credits
Design and Process of Curriculum Development	
HSN 552	3 credits
Assessment and Evaluation of Learning	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the NHCE

All applicants to this certificate program are expected to meet the following additional admission requirements:

- Completion of an undergraduate degree or the entire University of Phoenix BSN or BSHCS Required Course of Study with a minimum GPA of 2.5 or better verified by providing an official transcript.
- A minimum of one year full-time post- high school health care work experience.
- Current employment in a nursing or health care role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.

Certificate Completion Requirements for the NHCE

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 12 credits.
- A minimum program grade point average (GPA) of 3.0.

Minimum Grade Requirements for the NHCE

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" in any of the following courses will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Residency Requirements and Course Waivers for the NHCE

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 6 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the NHCE

HSN 548	3 credits
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Role of the Health Care/Nursing Educator

Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.

HSN 540	3 credits
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Teaching and Learning Strategies

This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.

HSN 5443 credits
Design and Process of Curriculum Development
 Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.

HSN 5523 credits
Assessment and Evaluation of Learning
 Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

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CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

Administration and Supervision Certificate Program (California)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Administration and Supervision Certificate Program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative practicum is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/asc>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections
Orientation, 0 Total Credits

ADMIN 500.....0 credits

Orientation to Administration and Supervision

Introductory Course, 1 Total Credit

COM 5161 credit

Professional Communications

Administrative Practicum, 3 Total Credits

ADMIN 594A ~1 credit

Administrative Practicum Part I: Instructional Leadership

ADMIN 594B ~1 credit

Administrative Practicum Part II: Organizational Management

ADMIN 594C ~1 credit

Administrative Practicum Part III: Professional Practice

Introduction to Principalship, 12 Total Credits

ADMIN 518 ~3 credits

Leadership and Collaborative Processes

ADMIN 570 ~3 credits

Equity, Diversity, and Access in Education

ADMIN 555 ~3 credits
 School Policy and Law for Principals

ADMIN 575 ~3 credits
 Family, Community and Media Relations

Functions and Strategies, 15 Total Credits

ADMIN 524 ~3 credits

Supervision of Curriculum, Instruction and Assessment

ADMIN 528 ~3 credits

Administration of Special Programs

ADMIN 535 ~3 credits

Business and Facilities Management

ADMIN 560 ~3 credits

Human Resources Leadership and Management

ADMIN 565 ~3 credits

School Improvement Processes

Program and Certification requirements are subject to change based on Department of Education or University Policy.

Additional Admission Requirements for the ASC

All applicants are expected to meet the following admissions requirements:

- A Masters degree from a regionally accredited college or university or equivalent graduate degree earned at a recognized foreign institution.
- Three (3) years verified full-time teaching experience in P-12 setting (substitute or part-time service does not apply).
 - The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
 - Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:

* Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week

- Verification of the following items:
 - Having passed or attempted the California Basic Skills Test (CBEST)
 - Certificate of Clearance
 - Current TB test
- Applicants must possess one of the following California credentials:
 - A valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
 - A valid California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree

- A valid California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

Completion Requirements for the ASC

- Completion of a minimum of 31 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Field Experience Observation Record (30-40 hours).
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- Completion of e-portfolio.
- The certificate awarded for this program will read as follows:
Administration and Supervision

Academic Progression Requirements for the ASC

Candidates must complete and provide verification of the following academic progression requirements prior to practicum placement:

- Proof of passing score on the CBEST exam

Residency Requirements and Course Waivers for the ASC

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ADMIN 594A, ADMIN 594B, ADMIN 594C

Minimum Grade Requirement for the ASC

A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ADMIN 594A, ADMIN 594B, ADMIN 594C

Candidates who earn less than a grade of "B" in any of these courses must complete a remediation plan and repeat the course. If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the ASC

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR). Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Practicum Policies for the ASC

- The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates must pass each Administrative Practicum course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the ASC

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Note: The field experience hours are hours completed outside of the 240 hour Administrative Practicum experience.

Course Descriptions for the ASC

ADMIN 500.....0 credits

Orientation to Administration and Supervision

This course is designed to provide an orientation to the primary components of the Administration and Supervision Program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, and practicum will be discussed.

ADMIN 516.....1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

ADMIN 594A1 credit

Administrative Practicum Part I: Instructional Leadership

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, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 594B1 credit

Administrative Practicum Part II: Organizational Management

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, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 594C1 credit

Administrative Practicum Part III: Professional Practice

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 community relations will be addressed.

ADMIN 518.....3 credits

Leadership and Collaborative Processes

This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.

ADMIN 570.....3 credits

Equity, Diversity, and Access in Education

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 5553 credits

School Policy and Law for Principals

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.

ADMIN 5753 credits

Family, Community and Media Relations

This course examines tools and models for promoting positive school relations with families, the community, and local media. Candidates will study and practice techniques for involving stakeholders, using conflict resolution and decision making tools, forming business and community partnerships, and using public relations concepts to support school policy. Candidates also will participate in field experiences related to media and community relations.

ADMIN 5243 credits

Supervision of Curriculum, Instruction and Assessment

This course examines principals' responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

ADMIN 5283 credits

Administration of Special Programs

This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535C.....3 credits

Business and Facilities Management

In this course, candidates study the processes for managing business functions and school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.

ADMIN 5603 credits

Human Resources Management in Education

This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

ADMIN 565 3 credits
School Improvement Processes

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.

California Teachers of English Learners Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This certificate program is aligned directly to the Candidate Competency Standards and the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL). The curriculum is designed around the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL), and provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of English language development (ELD).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/cert-ctel>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/CTEL

MTE 502 0 credits
Orientation to the California Teachers of English Learners (CTEL) Program
ELD 502 ~ 3 credits
Foundations of Instruction for English Learners
ELD 504 ~ 3 credits
Assessment of English Learners
ELD 506 ~ 3 credits
Understanding Language Acquisition & Cognition
ELD 535 ~ 3 credits
Teaching Reading & Writing to English Learners

The University reserves the right to modify the required course of study. Program and Certification requirements are subject to change based on Department of Education or University Policy.

Additional Admission requirements for the CERT/CTEL

All applicants to this certificate program are expected to meet the following additional admission requirements:

- The Commission can only accept course work and degrees completed at regionally accredited institutions or an equivalent undergraduate degree earned at a recognized foreign institution. Degrees and course work must have been completed while the institution was regionally accredited in order for the Commission to consider them for Credentialing purposes.

- Students using foreign credentials when enrolling in a local campus program or Online program in the State of California must use a foreign credential evaluation service that is approved by the California state regulating board.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- Candidates entering this program must possess a valid California teaching credential, services credential, children’s center instructional permit, or children’s center supervision permit which authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults except the following:
 - Emergency credentials or permit;
 - Exchange credentials as specified in Education Code Section 44333;
 - District intern certificates as specified in Education Code Section 44325;
 - Sojourn certificated employee credentials as specified in Education Code Section 44856;
 - Teacher education internship credentials as specified in Article 3 (commencing with Education Code Section 44450) of Chapter 3.
- Access to an educational setting with English language learners.
- A signed CERT/CTEL New Student Checklist
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the CERT/CTEL

- Completion of a minimum of 32 credits.
- A minimum program grade point average (GPA) of 3.0.
- Completion of the e-portfolio.

Residency Requirements and Course Waivers for the CERT/CTEL

Students may waive only three (3) credits from the program. *Courses may only be waived with California Commission-approved CTEL course work.*

Institutional Recommendation for the CERT/CTEL

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their program. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Course Descriptions for the CERT/CTEL

MTE 502..... 0 credits

Orientation to the California Teachers of English Learners (CTEL) Program

This course is designed to provide an orientation to the primary components of the California Teachers of English Learners (CTEL) Program. Students will be introduced to the program’s components and completion requirements. Electronic Resources, Field Experience, and E-Portfolio will be discussed.

ELD 502 3 credits

Foundations of Instruction for English Learners

This course discusses standardized and authentic assessments and assessment strategies in the areas of literacy and biliteracy development of English Learners. Issues associated with the interdependent relationship between teaching and assessment are addressed in addition to effective parental and/or community involvement in literacy development.

ELD 504 3 credits

Assessment of English Learners

This course will introduce assessment strategies in the area of literacy/biliteracy development. Assessments, both standardized and authentic, will also be discussed with regard to appropriate use with English Learners. It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.

ELD 506 3 credits

Understanding Language Acquisition and Cognition

This course examines language structure and use, second language acquisition theories, and the nature of cognitive and affective language development to assist the teacher of the English Learner. The course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It also examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning and thought processes.

ELD 535 3 credits

Teaching Reading and Writing to English Learners

This course examines literacy issues related to the acquisition of English and the use of home language by English Learners (EL) in all second language programs. It also presents processes and strategies to enhance the biliteracy skills of English Learners.

Transition to Teaching Certificate-Elementary (Indiana)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Transition to Teaching program with specializations in elementary and secondary is designed for individuals interested in gaining the knowledge and expertise required in the field of teaching. The program is an alternative route program to licensure designed to meet the academic requirements established for state licensure. The program curriculum is focused on educational foundations, classroom management, instructional methods, assessment, and diversity. This program also includes field experiences and a full-time student teaching experience.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Program Requirements for the certificate program

MTE 507 0 credits

Orientation to Teacher Education

MTE 508 ~ 3 credits

Models, Theories and Instructional Strategies

MTE 520 3 credits

Maintaining an Effective Learning Climate

SPE 514 ~ 2 credits

Survey of Special Populations

RDG 530 ~ 4 credits

Curriculum, Constructs & Assessment: Reading/Language Arts

RDG 535 ~ 3 credits

Diagnosis and Remediation of Reading Difficulties

MTE 531 ~ 2 credits

Curriculum, Constructs & Assessment: History & Social Science

MTE 532 ~ 4 credits

Curriculum, Constructs & Assessment: Science & Mathematics

ELM 525 ~ 3 credits

Elementary Student Teaching

The University reserves the right to modify the required course of study. Program requirements are subject to change based on Department of Education or University Policy.

Additional Admission Requirements for the certificate program

All applicants to this endorsement program are expected to meet the following additional admission requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution's candidacy period is not acceptable for admission.
- A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript.
- Students with a GPA of 2.5 - 3.0 on their undergraduate degree posted transcript can be admitted if they also have five (5) years of professional experience.
- A signed Indiana Transition to Teaching New Student Checklist
- Students who reside outside of the US or US Territory are not eligible to apply.

Academic Progression Requirements for the certificate program

Transition to Teaching candidates must meet the following proficiency requirements prior to beginning the student teaching course in the program. Evidence of these proficiencies must be uploaded to the Transition to Teaching DRF in the e-portfolio.

- Demonstration of basic skills proficiency.
 - Passing score on PRAXIS I: the Pre-Professional Skills Test
- Completion of dispositions assessments
- Verification of current criminal background check.

Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.

Passing scores on the designated state content knowledge exam (Praxis II: elementary content or secondary content area specific)

Minimum Grade Requirements for the certificate program

A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: ELM 525

Candidates who earn less than a grade of "B" in any of these courses must complete a remediation plan and repeat the course. Candidates must earn a "B" or better in student teaching in order to complete the Transition to Teaching program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.

If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Completion Requirements for the certificate program

The completion requirements are as follows:

- Completion of a minimum of 24 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of required practicum/student teaching courses.

- Completion of Field Experience Observation Record (50 hours).
- Completion of the e-portfolio
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

Institutional Recommendation for the certificate program

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Out-of-state institutional recommendations cannot be issued for graduates of this program. The Transition to Teaching Certificate program is only eligible for an in-state (Indiana) institutional recommendation. Candidates with out-of-state institutional recommendations may obtain a letter of verification that they completed an alternative route program recognized by the Indiana Department of Education for initial licensure.

Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
- Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.

Residency Requirements and Course Waivers for the certificate program

- Students may not waive any credits from the required course of study on the basis of prior graduate-level college coursework.
- Student teaching may not be waived. However, candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Student who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in the grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.

Student Teaching for the certificate program

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Students must complete student teaching hours as noted below:
 - Elementary candidates must complete three (3) semester hours of supervised student teaching.

- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry and are not eligible for admission to the MAED/TED pre-licensure programs.
- Candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in a grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Course Descriptions for the certificate program

MTE 507.....0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

MTE 508.....3 credits

Models, Theories, and Instructional Strategies

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.

MTE 520.....3 credits

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

SPE 5142 credits

Survey of Special Populations

This course provides an overview of the categories of exceptional-ity for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identifica-tion, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

RDG 5304 credits

Curriculum Constructs and Assessment: Reading and Language Arts

This course focuses on the most current research, theory, and meth-ods of reading instruction, while providing students with the back-ground 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.

RDG 5353 credits

Remediation and Diagnosis of Reading Difficulties

This course addresses instructional reading or language arts strate-gies, student activities, and resources that can be utilized, based on students' contextual information and assessment results. It pro-vides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the admin-istration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.

MTE 5312 credits

Curriculum Constructs & Assessment: History/Social Science

This course defines and provides a context for teaching and assess-ing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an inte-grated curriculum are explored, including the use of critical think-ing skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student prog-ress.

MTE 5324 credits

Curriculum Constructs & Assessment: Science and Math

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated con-tent, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learn-ers of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

ELM 525 3 credits
Elementary Student Teaching

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 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. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Transition to Teaching Certificate- Secondary (Indiana)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Transition to Teaching program with specializations in elementary and secondary is designed for individuals interested in gaining the knowledge and expertise required in the field of teaching. The program is an alternative route program to licensure designed to meet the academic requirements established for state licensure. The program curriculum is focused on educational foundations, classroom management, instructional methods, assessment, and diversity. This program also includes field experiences and a full-time student teaching experience.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Program Requirements for the certificate program

MTE 507 0 credits
Orientation to Teacher Education
MTE 508 ~ 3 credits
Models, Theories and Instructional Strategies
MTE 520 3 credits
Maintaining an Effective Learning Climate
SPE 514 ~ 2 credits
Survey of Special Populations
ELEC 500 ~ 3 credits
Secondary Methods
RDG 542 ~ 3 credits
Curriculum, Constructs & Assessment: Reading Methods for Secondary Settings
SEC 525 ~ 4 credits
Secondary Student Teaching

Students in the CERT/T2T-S Certificate must choose 3 total credits from the following electives to meet the ELEC 500 requirement:

MTE 543 3 credits
Curriculum Constructs & Assessment: Secondary Visual & Performing Arts
MTE 544 3 credits
Curriculum Constructs & Assessment: Secondary Math
MTE 546 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 547 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 548 3 credits
Curriculum Constructs & Assessment: Secondary Science
MTE 550 3 credits
Curriculum Constructs and Assessment: Global Languages
MTE 551 3 credits
Curriculum Constructs and Assessment: Physical Education
MTE 560 3 credits
Curriculum Constructs & Assessment: Secondary Health Science
MTE 580 3 credits
Curriculum Constructs and Assessment: Secondary Business & Marketing

The University reserves her right to modify the required course of study. Program requirements are subject to change based on Department of Education or University Policy.

Additional Admission Requirements for the certificate program

All applicants to this endorsement program are expected to meet the following additional admission requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution's candidacy period is not acceptable for admission.
- Upon admission, students must have completed all but six (6) semester or nine (9) quarter credit hours in the areas as stated below. These additional six (6) credits must be completed prior to student teaching.
- Candidates with a content area in social studies must have completed all but nine (9) semester or 12 quarter credit hours upon admission.
- Candidates for the Secondary Teacher Education program must have a minimum of 24 credits in one of the following areas:
 - English: coursework must include advanced composition, linguistics, literature, communications
 - Mathematics: coursework must include analytic geometry and calculus, abstract and linear algebra, probability and statistics, geometry

- Science: 24 credits in one of the following areas: life science, chemistry, earth/space science, physics, biology, general science (biology, chemistry, physics and earth/space), physical science (chemistry, earth/space, physics)
- Candidates for the Secondary Teacher Education program seeking a Social Studies license must select one (1) primary and at least two (2) supporting areas.
Primary area = 18 credits
Supporting area = 12 credits (2 supporting areas are required)
 - Economics
 - Geography
 - Government
 - Psychology
 - Sociology
 - United States History
 - World Civilization
 - An additional 10 credits of diversified social studies not taken from the candidate's primary or supporting areas.
- A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript.
- Students with a GPA of 2.5 - 3.0 on their undergraduate degree posted transcript can be admitted if they also have five (5) years of professional experience.
- T2T-Secondary applicants must have passing scores on the designated state content knowledge exam (Praxis II: secondary content area specific)
- A signed Indiana Transition to Teaching New Student Checklist
- Students who reside outside of the US or US Territory are not eligible to apply.

Academic Progression Requirements for the certificate program

Transition to Teaching candidates must meet the following proficiency requirements prior to beginning the student teaching course in the program. Evidence of these proficiencies must be uploaded to the Transition to Teaching DRF in the e-portfolio.

- Demonstration of basic skills proficiency.
 - Passing score on PRAXIS I: the Pre-Professional Skills Test
- Completion of dispositions assessments
- Verification of current criminal background check.

Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.

Passing scores on the designated state content knowledge exam (Praxis II: elementary content)

Minimum Grade Requirements for the certificate program

A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SEC 525

Candidates who earn less than a grade of "B" in any of these courses must complete a remediation plan and repeat the course. Candidates must earn a "B" or better in student teaching in order to complete the Transition to Teaching program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.

If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Completion Requirements for the certificate program

The completion requirements are as follows:

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of required practicum/student teaching
- Completion of Field Experience Observation Record (50 hours).
- Completion of the e-portfolio
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

Institutional Recommendation for the certificate program

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Out-of-state institutional recommendations cannot be issued for graduates of this program. The Transition to Teaching Certificate program is only eligible for an in-state (Indiana) institutional recommendation. Candidates with out-of-state institutional recommendations may obtain a letter of verification that they completed an alternative route program recognized by the Indiana Department of Education for initial licensure.

Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
- Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.

Residency Requirements and Course Waivers for the certificate program

- Students may not waive any credits from the required course of study on the basis of prior graduate-level college coursework.
- Student teaching may not be waived. However, candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Student who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in the grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.

Student Teaching and Field Experience for the certificate program

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Students must complete student teaching hours as noted below:
 - Secondary candidates must complete four (4) semester hours of supervised student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry and are not eligible for admission to the MAED/TED pre-licensure programs.
- Candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in a grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.

Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Course Descriptions for the certificate program

MTE 507 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

MTE 508 3 credits

Models, Theories, and Instructional Strategies

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.

MTE 520 3 credits

Maintaining an Effective Learning Climate

This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

SPE 514 2 credits

Survey of Special Populations

This course provides an overview of the categories of exceptional-ity for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identifica-tion, assessment, and instruction of diverse populations. Histori-cal perspectives and information related to special education law, and current policies and practices are examined.

RDG 542 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

This course focuses on the most current research, theory, and meth-ods of teaching literacy, in particular, reading, writing, and techno-logical literacy, in the content areas at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th- 12th-grade setting, is incorporated into the course requirements.

SEC 525 4 credits

Secondary Student Teaching

This course emphasizes the practical application of educational theories and methods. The course will focus on the following top-ics: the student teaching experience, the school culture, the learn-ing environment, instructional design, implementing assessments, instructional decision making, analyzing learning results, reflec-tion and self-evaluation, and planning, preparing, and implement-ing 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. The course also provides a forum for open discussion and problem solving based on student teaching classroom experi-ences.

MTE 543.....3 credits
Curriculum Constructs and Assessment: Secondary Visual and Performing Arts

This course explores the application of basic instructional met content areas and strategies of teaching the visual and performing arts in middle school and high school. Participants identify the educational needs of secondary students by exploring current instructional theory, National and state standards, assessment practices, and social issues that impact the arts in the classroom. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills as they relate to visual and performing arts instruction.

MTE 544.....3 credits
Curriculum Constructs and Assessment: Secondary Mathematics

This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 5463 credits
Curriculum Constructs & Assessment: Secondary English/ Language Arts

This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. 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.

MTE 5473 credits
Curriculum Constructs & Assessment: Secondary History/ Social Science

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.

MTE 5483 credits
Curriculum Constructs and Assessment: Secondary Science

This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 5503 credits
Curriculum Constructs and Assessment: Global Languages

This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. 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.

MTE 5513 credits
Curriculum Constructs and Assessment: Physical Education

This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 5603 credits
Curriculum Const & Assmt: Secondary Health Science

This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants explore the contexts of societal issues, and of state, local, and national standards for the teaching of health science. They also examine current instructional theory, models, and strategies as they relate to instruction, assessment, and accountability. The course helps prospective educators to identify the educational needs of middle level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources, and behavior management plans for diverse students.

MTE 5803 credits
Curriculum Constructs and Assessment: Secondary Business and Marketing

This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curricular materials and resources, and assessment strategies.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Visual Communication Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Visual Communication Certificate is available to undergraduate students not enrolled in the BSIT program who wish to expand their technical knowledge using software tools for Visual Communication. Student enrolling in the Visual Communication Certificate will learn the graphic design and technology tools to create visual communications that are relevant to organizations. Students in the Visual Communication Certificate will develop a diverse portfolio of rich media that can be used in Web sites, advertising, corporate reports, business presentations, instructional materials, animated movies and electronic publications that fulfill business and training needs.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/cert-vc>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the VC

CIS 319	3 credits
Computers & Information Processing	
VCT 300 ~	3 credits
Image Editing	
VCT 310 ~	3 credits
Web Design	
VCT 320 ~	3 credits
Electronic Publishing	
VCT 410 ~	3 credits
Instructional Design	
VCT 420 ~	3 credits
Multimedia Development	

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the VC

All applicants to this certificate program are expected to meet the following additional admission requirements:

- 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.

- South Carolina: Applicants attending a local campus in South Carolina 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 an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). 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 may be submitted to satisfy this requirement.
- All applicants must be currently employed or have access to a suitable work environment.

Certificate Completion Requirements for the VC

Certificate completion requirements for the CERT/VC program are as follows:

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.

Residency Requirements and Course Waivers for the VC

Students must meet established University residency requirement for degree 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 on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

- The course 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.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Course Descriptions for the VC

CIS 3193 credits

Computers and Information Processing

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. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.

VCT 3003 credits

Image Editing

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 file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.

VCT 3103 credits

Web Design

This course focuses on the principles of good web design and the essential role of the web designer in today's business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

VCT 3203 credits

Electronic Publishing

This course presents the essential role of electronic publishing in the delivery of information to today's businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 4103 credits

Instructional Design

This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboarding, design specifications, development, implementation and evaluation.

VCT 4203 credits

Multimedia Development

This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

Information Systems Security Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Information Systems Security Certificate (CERT/ISS) is available to undergraduate students not enrolled in the BSIT program who wish to expand their technical knowledge using software tools for Information Systems Security.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/cert-iss>.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the ISS

CIS 319 ~3 credits

Computers & Information Processing

NTC 360 ~3 credits

Network & Telecommunications Concepts

POS 420 ~3 credits

Introduction to UNIX

POS 427 ~3 credits

Windows Networking

CMGT 440 ~3 credits

Introduction to Information Systems Security

CMGT 430 ~3 credits

Enterprise Security

CMGT 432 ~ 3 credits
Introduction to Cryptography

CMGT 442 ~ 3 credits
Information Systems Risk Management

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the ISS

All applicants to this certificate program are expected to meet the following additional admission requirements:

- 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.
- South Carolina: Applicants attending a local campus in South Carolina 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 an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). 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 may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the ISS

Certificate completion requirements for the CERT/ISS program are as follows:

- Completion of a minimum of 24 credits.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.

Residency Requirements and Course Waivers for the ISS

Students must meet established University residency requirement for degree 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 on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course 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.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

Course Descriptions for the ISS

CIS 319 ~3 credits

Computers and Information Processing

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. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.

NTC 3603 credits

Network and Telecommunications Concepts

This course provides an overview of telecommunication systems in a business environment. Topics covered include telecommunication applications, standards, transmission, networks, computer telephony and management. The course also prepares students to perform an analysis of a company's tele/data communication requirements, to evaluate possible solutions, and to select and present a solution.

POS 4203 credits

Introduction to UNIX

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 processes are also examined.

POS 4273 credits

Windows Networking

This course is a survey of Windows Networking. Topics emphasize the structure and the various applications supported by Windows Networking. The course uses Windows 2000 simulations.

CMGT 4403 credits

Introduction to Information Systems Security

This course introduces security principles and issues that IT professionals must consider. The course surveys current and emerging security practices and processes as they relate to; information systems, systems development, operating systems and programming, database development and management, networking and telecommunications, and the Internet.

CMGT 4303 credits

Enterprise Security

This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.

CMGT 4323 credits

Introduction to Cryptography

This course introduces cryptography and encryption concepts and how they are applied in real-world situations in order to implement strong and reliable security safeguards. This course will survey the various cryptography and encryption methods used in today's information technology and communications environments as well as to review the considerations for selecting commercial products that support encryption technology.

CMGT 4423 credits

Information Systems Risk Management

This course identifies and defines 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 present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

A+ Fundamentals Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This program is designed to help students become competent in the areas of computer hardware installation, configuration, maintenance, networking, file management, security, and troubleshooting.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/cert-aplus>.

Required Course of Study for the CERT/APLUS

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Note: Although the completion of courses for this certificate program does not result in A+ certification, there are course materials available including simulations, hands-on exercises, and video lectures which the student can use for certification preparation if they choose to take the certification exam.

CIS 2903 credits

Personal Computer Hardware Support

CIS 292 ~3 credits

Personal Computer OS Support

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/APLUS

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 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.

- South Carolina: Applicants attending a local campus in South Carolina 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 an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- No work experience is required.

Certificate Completion Requirements for the CERT/APLUS

Credit Bearing Certificate completion requirements are the following:

- Completion of the 6 credits in the Required Course of Study.
- All students must meet residency requirements as set by the Dean for each Certificate program. Students who have completed the courses required for this certificate program as part of a University of Phoenix degree program are not eligible to enroll in and earn this certificate.
- A minimum program grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as follows:
A+ Fundamentals

Residency Requirements and Course Waivers for the CERT/APLUS

- Students may not waive any credits in this certificate program.
- The following courses in the required course of study may not be waived: CIS 290, CIS 292

Course Descriptions for the CERT/APLUS

CIS 290 3 credits

Personal Computer Hardware Support

This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

CIS 292 3 credits

Personal Computer OS Support

This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.

Network+ Technologies Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

This program is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing, and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/netplus>.

Required Course of Study for the NETPLUS

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Note: Although the completion of courses for this certificate program does not result in Network + certification, there are course materials available including simulations, hands-on exercises, and video lectures which the student can use for certification preparation if they choose to take the certification exam.

NTC 245 3 credits

Foundation of Local Area Networks

NTC 247 ~ 3 credits

Wireless Networking Concepts

NTC 249 ~ 3 credits

Wide Area Networking Concepts

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the NETPLUS

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 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.
- South Carolina: Applicants attending a local campus in South Carolina 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 an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience is required.

Certificate Completion Requirements for the NETPLUS

- Completion of a minimum of 9 credits of the required course of study to meet University residency requirements.
- All students must meet residency requirements as set by the Dean for each Certificate program. Students who have completed the courses required for this certificate program as part of a University of Phoenix degree program are not eligible to enroll in and earn this certificate.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as follows:
Network+ Technologies

Residency Requirements and Course Waivers for the NETPLUS

Students may not waive any credits in this certificate program. The following courses in the required course of study may not be waived: NTC 245, NTC 247 and NTC 249

Course Descriptions for the NETPLUS

NTC 245.....3 credits

Foundation of Local Area Networks

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.

NTC 2473 credits

Wireless Networking Concepts

This course explores concepts of wireless networking systems, including wireless networking and topologies; hardware protocols; hardware selection and implementation; interfaces with local-area network (LAN), metropolitan area network (MAN), and wide-area network (WAN) networks; basic wireless security; and network integration concepts.

NTC 249.....3 credits

Wide Area Networking Concepts

This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

Cisco Networking Fundamentals

The following Cisco Networking Fundamentals (CCNA) certificate may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Cisco Networking Fundamentals certificate offers coursework designed to help students acquire the knowledge to install, configure and operate Local Area Network (LAN), Wide Area Network (WAN) as well as routing and switching implementations and management. This certificate covers the body of knowledge for the Cisco® Certified Network Associate (CCNA®) exam in preparing the student to install and configure Cisco® switches and routers in multiprotocol internetworks using LAN and WAN interfaces. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence for the CCNA

CIT 2453 credits

Local Area Networking Fundamentals

CIT 249 ~3 credits

Wide Area Network Environment

CIT 274 ~3 credits

Routing and Switching Implementations

CIT 276 ~3 credits

Routing and Switching Management

The University reserves the right to modify the required course of study.

***Note: Students enrolled in this certificate program are ineligible to receive Federal Student Financial Aid.*

Additional Admission Requirements for the CCNA

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 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.
- South Carolina: Applicants attending a local campus in South Carolina 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 an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). 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 may be submitted to satisfy this requirement.
- No work experience is required.

Certificate Completion Requirements for the CCNA

- Completion of 12 credits in the Required Course of Study
- All students must meet residency requirements as set by the Dean for each Certificate program.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as follows: Cisco Networking Fundamentals

Residency Requirements and Course Waivers for the CCNA

- Students may not waive any credits in this certificate program.
- The following courses in the required course of study may not be waived: CIT 245, CIT 249, CIT 274, CIT 276

Course Descriptions for the CCNA

CIT 245 3 credits

Local Area Networking Fundamentals

This course addresses the fundamentals of local area networking (LAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol / internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme.

CIT 249 3 credits

Wide Area Network Environment

This course provides students with the knowledge and skills necessary to implement and support a small to medium size network using wide area networking technologies. This course covers wide area networks (WAN) connections, network environment management, small network implementation, and medium sized switched network construction. It includes enabling the internet connection, router startup and configuration, and securing the expanded network.

CIT 274 3 credits

Routing and Switching Implementations

This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Instruction covers constructing medium-sized routed networks, implementing Single-Area Open Shortest Path First (OSPF) routing protocol, Enhanced Interior Gateway Routing Protocol (EIGRP), and applying Access Control Lists (ACLs). It includes a review of routing operations and implementing Variable Length Subnet Masking (VLSM).

CIT 276 3 credits

Routing and Switching Management

This course provides the knowledge and skills necessary for routing and switching management. The course covers address space management and local area network (LAN) extension into a wide area network (WAN). This includes network address translation (NAT) and port address translation (PAT), virtual private network (VPN) solutions and frame relay connectivity.

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

UNDERGRADUATE (Online)

Type of Fee	Amount*	When Due
Online Single Course Application Fee (non degree seeking)	\$ 45.00	At time of application.
Credit Recognition Program/Tuition Per Credit	\$ 250.00	Due in accordance with the payment option chosen in Financial Options Guide.
Online Tuition Per Credit		
Associates (9 weeks)	\$ 395.00	Due in accordance with the payment option chosen in Financial Options Guide.
Business	\$ 585.00	
Nursing	\$ 510.00	
Education	\$ 420.00	
Continuing Education Tuition	\$ 175.00	Prior to the first class session of each course.
Directed Study Administrative Charge (non-refundable)	\$ 75.00	When Directed Study course is scheduled.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Electronic Course Materials Charge (if applicable)- Associates (9 weeks)	\$ 90.00	Due in accordance with the payment option chosen in Financial Options Guide.
Electronic Course Materials Charge (if applicable)- Undergraduate	\$ 95.00	
Electronic Course Materials Charge for DCE	\$ 25.00	
CLEP Examination	Contact Your Campus Representative	Upon notification.
Prior Learning Assessment Fees		If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.
Portfolio Submission Fee	\$150.00	
Per Assessed Credit Fee	\$75.00	
Check Return Fee	Contact Your Campus Representative	Upon notification.
Late Payment Fee	\$ 25.00	Upon notification.
Diploma & Transcript - Rush/Duplicate Fees		
2nd day delivery	\$ 45.00	Upon request.
Duplicate Diploma	\$ 30.00	Upon request.
Duplicate Certificate	\$ 15.00	Upon request.
Transcript Rush	\$ 30.00	Upon request.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

GRADUATE (Online)

Type of Fee	Amount*	When Due
Degree Program Application Fee	\$ 45.00	At time of application.
Single Course Application Fee (non-degree seeking)	\$ 45.00	
Online Tuition Per Credit		
Business and Technology	\$ 740.00	Due in accordance with the payment option chosen in Financial Options Guide.
Nursing	\$ 620.00	
Education	\$ 585.00	
Doctoral	\$ 810.00	
Directed Study Administrative Charge (non-refundable)	\$ 75.00	When Directed Study course is scheduled.
Book and Materials Charges	Varies by course	When books and materials are purchased.
Electronic Course Materials Charge (if applicable)- Graduate	\$ 115.00	Due in accordance with the payment option chosen in Financial Options Guide.
Electronic Course Materials Charge (if applicable)- Doctoral	\$ 125.00	
Check Return Fee	Contact Your Campus Representative	Upon notification.
Late Payment Fee	\$ 25.00	Upon notification.

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.

FACILITIES

Mountain Region

Arizona Campuses

Phoenix Area Campuses

800 776-4867

Chandler Learning Center

3075 West Ray Rd
Suite #117
Chandler, AZ 85226-2495
480 557-2800
480 557-2805 FAX

Mesa Campus

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

Northwest Campus

2550 West Union Hills Drive
Suite #100
Phoenix, AZ 85023-5139
480 557-2750

Phoenix Campus

1625 West Fountainhead
Pkwy
Tempe, AZ 85282-2371
602 557-2000

West Valley Campus

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

Southern Arizona Campuses

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

Fort Huachuca Campus

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

Nogales Learning Center

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

Tucson - River Road Campus

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

Yuma Learning Center

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

Idaho Campuses

Idaho Campus

1422 S Tech Lane
Meridian, ID 83642
208 898-2000
208 895-9728 FAX

Idaho Falls Student Resource Center

900 Pier View Drive
Suite #100
Idaho Falls, ID 83402
208 535-3900
208 535-3917 FAX

Nevada Campuses

Las Vegas Main Campus

7455 W Washington
Las Vegas, NV 89128-4337
702 638-7279
702 638-8225 FAX

Henderson Learning Center

7777 Eastgate Road
Henderson, NV 89011-4039
702 638-7279
702 558-9705 FAX

Nellis AFB Campus

554 MSS/MSE
4475 England Avenue
Suite #217
Nellis AFB, NV 89191-6525
702 652-5527
702 651-0035 FAX

Northwest Learning Center

7951 Deer Springs Way
Suite #150
Las Vegas, NV 89131-8180
702 638-7279
702 655-8241 FAX

Northern Nevada Campus

10345 Professional Circle
Suite #200
Reno, NV 89521-5862
775 828-7999
775 852-3384 FAX

Southwest Learning Center

9625 West Saddle Avenue
Suite #100
Las Vegas, NV 89147-8089
702 638-7279
702 876-3299 FAX

Utah Campuses

Utah Campus

5373 South Green Street
Salt Lake City, UT 84123-4617
801 263-1444
801 269-9766 FAX

North Davis Learning Center

1366 Legend Hills Drive
Suite 200
Clearfield, UT 84015-1585
801 825-1891
801 773-5297 FAX

Pleasant Grove Learning Center

2174 West Grove Parkway
Pleasant Grove, UT 84062-
6711
801 772-4600
801 756-5403 FAX

South Jordan Learning Center

10235 South Jordan Gateway
Jordan, UT 84095-4186
801 727-3000
801 727-3030 FAX

St. George Learning Center

965 East 700 South
St. George, UT 84790-4082

Taylorville Learning Center

4393 South Riverboat Road
Suite #100
Salt Lake City, UT 84123-4617
801 268-1111
801 268-1924 FAX

Plains Region

Cheyenne Campus

4111 Greenway St.
Cheyenne, WY 82001-2150
307 633-9900
307 632-3158 FAX

Fort Collins Learning Center

2720 Council Tree Ave.
Suite #200
Fort Collins, CO 80525-6306
970 226-1781

Colorado Campuses

Colorado Campus and Regional Office

10004 Park Meadows Drive
Lone Tree, CO 80124-5453
800 441-2981
303 755-9090
303 662-0911 FAX

Southglenn Learning Center

6972 S Vine Street
Suite #366
Centennial, CO 80122
303 256-4300
303 794-4522 FAX

Southlands Learning Center

6105 South Main Street
Suite #200
Aurora, CO 80016-5361
303 755-9090
303 690-5550 FAX

Turnpike Campus

8700 Turnpike Drive
Westminster, CO 80031-7030
303 487-7155
303 487-7161 FAX

Southern Colorado Campus

5725 Mark Dabbling Blvd.,
Colorado Springs, CO 80919-
2221
719 599-5282
719 593-9945 FAX

**Colorado Springs
Downtown Learning
Center**

2 North Cascade Avenue
Suite #100
Colorado Springs, CO 80903-
1620
719 527-9000
719 527-4892 FAX

**Pueblo Student Resource
Center**

121 West 1st Street
Suite 150A
Colorado Springs, CO 81003-
4256
719 544-0015
719 544-1543 FAX

Iowa Campus

Des Moines Campus

6600 Westown Parkway
West Des Moines, Iowa
50266-7724
515 267-8218
515 267-8567 FAX

**Cedar Rapids Student
Resource Center**

3726 Queen Court SW
Suite #203
Cedar Rapids, IA 52404
319 784-1100
319 396-3513 FAX

Nebraska Campus

Omaha Campus

13321 California Street
Suite 200
Omaha, NE 68154-5240
402 334-4936
402 334-0906 FAX

**Sarpy Student Resource
Center**

7775 Olson Drive
Suite 201
Papillion, NE 68046-1505
402 686-2300
402 686-2380 FAX

Southwest Region

New Mexico Campuses

New Mexico Campus

5700 Pasadena Ave NE
Albuquerque, NM 87113
505 821-4800
505 797-4871 FAX

Kirtland AFB Campus

Albuquerque, NM 87116
800 881-6618
505 846-4141
505 254-9709 FAX

Santa Fe Campus

130 Siringo Road
Santa Fe, NM 87501-5864
505 984-2188
505 984-2365 FAX

Santa Teresa Campus

1270 Country Club Road
Santa Teresa, NM 88008-9725
800 757-7133
505 589-0116
505 589-1711 FAX

Texas Campuses

Austin Campus

10801-2 North Mopac
Suite 300
Austin, TX 78759-5459
512 344-1400
512 340-0933 FAX

**East El Paso Learning
Center**

1320 Adabel Drive
El Paso TX 79936-6954
Phone: (915) 599-5900
Fax: (909) 599-2354

**South Austin Student
Resource Center**

9900 S. Interstate 35
Suite W150
Austin, TX 78748-2588
512-501-7768
512-280-3536 FAX

**Clear Lake Learning
Center**

16055 Space Center Blvd.
Houston, TX 77062-6251

Killeen Learning Center

902 West Central Texas Expy
Suite #300
Killeen, TX 76541-2566
254 501-6900
254 501-3405 FAX

Dallas Campus

12400 Coit Road
Suite # 200
Dallas, TX 75251-2009
972 385-1055
972 385-1700 FAX

Cedar Hill Learning Center

305 W FM 1382
Suite 566
Cedar Hill, TX 75104-1895
469 526-1052
972 291-1528 FAX

**Plano Student Resource
Center**

5760 State Highway 121
Suite #250
Plano, TX 75024

**Las Colinas Learning
Center**

1707 Market Place Boulevard
Irving, TX 75063-8042

**Mid Cities Learning
Center**

860 Airport Freeway
Suite #101
Hurst, TX 76054
817 893-1500
817 514-9074 FAX

Houston Campus

11451 Katy Freeway
Suite #100
Houston, TX 77079-2004
713 465-9966
713 465-2686 FAX

**Northwest Houston
Learning Center**

7900 North Sam Houston
Parkway W
Houston, TX 77064-3425

**Sugar Land Learning
Center**

16190 City Walk
Suite #200
Sugar Land, TX 77479-6586
281 566-5000
281 494-7271 FAX

**Woodlands Learning
Center**

24624 Interstate 45 N
Spring, TX 77386
281 298-3500

McAllen Campus

4201 and 4101 South Shary
Road
Mission, TX 78572
956 519-5800
956 519-5840 FAX

San Antonio Campus

8200 IH-10 West
Suite 910
San Antonio, TX 78230-3876
210 524-2100

West Loop Learning Center

4888 Loop Central Drive
Houston, TX 77081-2214

**Windsor Park Learning
Center**

8680 Fourwinds Drive
Windcrest, TX 78239
210 428-2150
210 428-2140 FAX

**Arlington Student
Resource Center**

3900 Arlington Highlands
Blvd, Suite # 237
Arlington, TX 76018-6038
817 505-4200
817 557-2245

Louisiana Campuses

New Orleans Campus

One Galleria Boulevard
Suite #725
Metairie, LA 70001-2082
504 461-8852
504 464-0373 FAX

**Covington Learning
Center**

1001 Ochsner Blvd
Suite #100
Covington, LA 70433
985 276-6700
985 276-6730 FAX

Baton Rouge Campus

2431 South Acadian Thruway
Suite #110
Baton Rouge, LA 70808-2365
225 927-4443
225 927-9233 FAX

Lafayette Campus

425 Settlers Trace Blvd
Lafayette, LA 70508
337 237-0464
337 354-4799 FAX

**Shreveport-Bossier
Campus**

350 Plaza Loop Drive
Building E
Bossier City, LA 71111-4390
318 549-8920
318 549-8921 FAX

Mississippi Campus

Jackson Campus

120 Stone Creek Blvd
Suite 200
Flowood, MS 39232-8205
601 664-9600
601 664-9599 FAX

Oklahoma Campuses

Oklahoma City Campus

6501 North Broadway
Suite 100
Oklahoma City, OK 73116-8244
405 842-8007
405 841-3386 FAX

West Oklahoma City Learning Center

6304 SW 3rd Street
Oklahoma City, OK 73128
405 842-8007
405 787-4295 FAX

Tulsa Campus

14002 East 21st Street
Suite #1000
Tulsa, OK 74134-1412
918 622-4877
918 622-4981

Owasso Learning Center

9455 North Owasso Expy
Suites # I & J
Owasso, OK 74055-5442
918 622-4877
918 274-8666

Midwest Region

800 834-2438

Midwest Region Administration

Kansas Campuses

Lenexa Learning Center

8345 Lenexa Drive
Suite #200
Lenexa, KS 66214-1654
816 943-9600

Wichita Campus

3020 N Cypress Drive
Suite #150
Wichita, KS 67226-4011
316 630-8121
316 630-8095 FAX

Topeka Student Resource Center

2850 SW Mission Woods Drive
Topeka, KS 66614-5616

Wichita Learning Center

2441 North Maize Road
Wichita, KS 67205
316 670-5300
316 773-2215 FAX

Michigan Campuses

Ann Arbor Learning Center

315 East Eisenhower Parkway, Suite #12
Ann Arbor, MI 48108-3330
734 994-0816
734 994-1663 FAX

Detroit Campus

5480 Corporate Drive, Suite #240
Troy, MI 48098-2623
248 925-4100
248 267-0147 FAX

Downtown Detroit

719 Griswold Street, Suites 131, 123
Detroit, MI 48226-3360
313 324-3900
313-324-3910 FAX

Livonia Campus

17740 Laurel Park Drive North, Suite 150C
Livonia, MI 48152-3985
734 853-4800
734 591-7767 FAX

Macomb Learning Center

19176 Hall Road
Suite #100
Clinton Township, MI 48038-6915
586 840-2100
586 228-7152 FAX

Southfield I Learning Center

26261 Evergreen Road, Suite #500
Southfield, MI 48076-4447
248 354-4888
248 354-5969 FAX

Town Center Learning Center

4400 Town Center
Southfield, MI 48075-1601
248 354-4888
248 354-5969 FAX

West Michigan Campus

318 River Ridge Drive NW
Grand Rapids, MI 49544-1683
616 647-5100
616 784-5300 FAX

Flint Learning Center

3341 S Linden Road
Suites E-5 and E-11A
Flint, MI 48507-3045
810 223-9100
810 720-1640 FAX

Portage Learning Center

950 Trade Centre Way
Suites #120 & 300
Portage, MI 49002-0487
269 567-4000
269 381-2996 FAX

Lansing Learning Center

3100 West Road
East Lansing, MI 48823-6369
517 333-8293
517 333-8458 FAX

Minnesota Campuses

Minneapolis/St. Paul Campus

435 Ford Road
Suite #100
St. Louis Park, MN 55426-1063
952 487-7226
952 540-1051 FAX

Downtown Minneapolis Learning Center

701 Fourth Ave South
Suite #500
Minneapolis, MN 55415
612 643-4200
612 338-5021 FAX

St. Paul Learning Center

587 Bielenberg Dr.
Suite #100
Woodbury, MN 55125-1415
651 361-3200
651 714-9564 FAX

Missouri Campuses

Independence Learning Center

20201 East Jackson Drive
Independence, MO 64057
816 448-2500
816 795-0127 FAX

Northland Learning Center

10150 NW Ambassador Drive
Kansas City, MO 64153-1365

Springfield Campus

1343 East Kingsley Street
Springfield MO 65804-7216
417 887-5795
417 877-8046 FAX

St. Louis Campus

13801 Riverport Drive
Suite #102
St. Louis, MO 63043-4828
314-298-9755
314 291-2901 FAX

Brentwood Learning Center

1401 S Brentwood Blvd
St. Louis, MO 63144
314 301-7400
314-962-0272 FAX

Downtown St. Louis Learning Center

211 North Broadway
Suites 120 & 900
St. Louis, MO 63102

Ohio Campuses

Cleveland Campus

5005 Rockside Road
Suite #130
Independence, OH 44131-2194
216 447-8807
216 447-9144 FAX

Beachwood Learning Center

3401 Enterprise Parkway
Suite #115
Beachwood, OH 44122-7340
216 378-0473
216 378-0893 FAX

Westlake Learning Center

38 Main Street
Suite #300
Westlake, OH 44145
440 788-2600
440 250-1613 FAX

Cincinnati Campus

9050 Centre Point Drive
Suite #250
West Chester, OH 45069-4875
513 722-9600
513 772-3645 FAX

Columbus-Ohio Campus

8415 Pulsar Place
Columbus, OH 43240-4032
614 433-0095
614 781-9616 FAX

Wisconsin Campuses

Milwaukee Campus

20075 Watertown Boulevard
Brookfield, WI 53045-6608
262 785-0608
262 785-0977 FAX

North Milwaukee Learning Center

10850 West Park Place
Suite 150
Milwaukee, WI 53224
414 410-7900
414 359-0268 FAX

Madison Campus

2310 Crossroads Drive
Suite 3000
Madison, WI 53718-2416
608 240-4701
608 240-4758 FAX

Fox Valley Learning Center

517 N Westhill Blvd
Appleton, WI 54914-5780
920 993-0492
960 993-0868 FAX

Illinois Campuses

Chicago Campus

1500 Mc Connor Parkway
Suite #700
Schaumburg, IL 60173-4399
847 413-1922
847 413-8706 FAX

Downtown Learning Center - Chicago

203 North LaSalle Street
13th Floor
Chicago, IL 60601-1210
312 223-1101
312 223-0130 FAX

Warrenville Learning Center

4525 Weaver Parkway
Warrenville, IL 60555-0317
630 657-7000
630 393-3192 FAX

Tinley Park Learning Center

18927 Hickory Creek Drive
Mokena, IL 60448-8590
815 215-6400
708 478-5836 FAX

Indiana Campuses

Indianapolis Campus

7999 Knue Road
Suites #100 and 500
Indianapolis, IN 46250-1932
317 585-8610
317 585-8670

Plainfield Learning Center

2680 E Main Street
Suites 305 and 308
Plainfield, IN 46168-2825
317-204-1600
317-839-2937 FAX

NW Indiana Campus

8401 Ohio Street
Merrillville, IN 46410-5572
219 794-1500
219 769-6527 FAX

Kentucky Campuses

Florence, KY Learning Center

500 Meijer Drive, Suite 100
Florence, KY 41042-4881
859 212-2800
859 282-1879

Louisville Campus

10400 Linn Station Road
Suite #120
Louisville, KY 40223-3839
502 423-0149
502 423-7719 FAX

Southeast Region

Alabama Campus

Birmingham Campus

100 Corporate Parkway
Suite 250 and 150
Birmingham, AL 35242-2928
205 747-1001
205-421-1201 FAX

Arkansas Campuses

Little Rock Campus

10800 Financial Centre Park-
way
Little Rock, AR 72211-3500
501 225-9337
501 223-1431 FAX

Northwest Arkansas Campus

903 N 47th Street
Barrington Centre 2
Rogers, AR 72756-9615
479 986-0385
479 464-4960 FAX

Pinnacle Hills Learning Center

1800 S 52nd Street
Suite #100 and 103
Rogers, AR 72758-8612
479 553-5700
479 553-5701 FAX

Tennessee Campuses

Chattanooga Campus

1208 Pointe Centre Drive
Chattanooga, TN 37421-3707
423 499-2500
423 499-2515 FAX

Knoxville Campus

10133 Sherrill Blvd
Suite 120
Knoxville, TN 37932-3347
865 288-6800
865 288-6801 FAX

Nashville Campus

616 Marriott Drive
Suite #150
Nashville, TN 37214-5048
615 872-0188
615 872-7121 FAX

Clarksville Learning Center

141 Chesapeake Ln
Suite #101
Clarksville, TN 37040-5241
931 552-5100
931 552-5101 FAX

Murfreesboro Learning Center

2615 Medical Center Parkway
Suite #1590
Murfreesboro, TN 37129-2261
615 796-2020
615 796-2021 FAX

Memphis Campus

65 Germantown Court
Suite #100
Cordova, TN 38018-7290
901 751-1086
901 753-0652 FAX

Georgia Campuses

Atlanta Campus

8200 Roberts Drive
Suite #300
Sandy Springs, GA 30350-4153
678 731-0555
678 731-9666 FAX

DeKalb Learning Center

2600 Century Parkway, NE
Suite # 250
Atlanta, GA 30345-3125
404 443-6900
404 443-6901 FAX

Macon Learning Center

6055 Lakeside Commons
Drive
Suite #200
Macon, GA 31210-5777
478 475-7200
478 475-7201 FAX

McDonough Learning Center

2030 Avalon Parkway
Suite #100
McDonough, GA 30253
770 268-4100
770 268-4101 FAX

Snellville Learning Center

1350 Scenic Highway N
Suite # 266
Snellville, GA 30078-7907
770 510-7800
770 510-7801 FAX

Augusta Campus

3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000
706 868-2099 FAX

Augusta Campus Annex

3152 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000
706 868-2099 FAX

Columbus-Georgia Campus

7200 North Lake Drive
Columbus, GA 31909
706 320-1266
706 320-1970 FAX

Brookstone Learning Center

200 Brookstone Centre Park-
way, Suite 300
Columbus, GA 31904-4559
706 641-3000
706 641-3001 FAX

Gwinnett Learning Center

2470 Satellite Boulevard
Suite #150
Duluth, GA 30096-1257
770 500-1500
770 495-8242 FAX

Marietta Learning Center

1850 Parkway Place
Suite #200
Marietta, GA 30067-8219
678 320-6010

Savannah Campus

8001 Chatham Center Drive
Suite 200
Savannah, GA 31405-7400
912 232-0531
912 232-6922 FAX

Florida Campuses

South Florida Campus

600 North Pine Island Road,
Suite 500
Plantation, FL 33324-1393
954 382-5303
954 382-5304 FAX

Kendall Learning Center

13400 SW 120th Street
Suite #300
Miami, FL 33186
305 378-2700
305 378-2710 FAX

Miami Learning Center

11410 NW 20th Street
Suite #100
Miami, FL 33172
305 428-4910
305 428-4911 FAX

Cypress Creek Learning Center

550 West Cypress Creek
Road, Suite 150
Ft. Lauderdale, FL 33309-6169
954 382-5303
954 382-5304 FAX

Palm Beach Gardens Learning Center

7111 Fairway Drive
Suite 205
Palm Beach Gardens, FL
33418-4204
954 382-5303
561 273-1510 FAX

Miramar Learning Center

2400 SW 145th Avenue
Miramar, FL 33027-4145

North Florida Campus

4500 Salisbury Road
Suite # 200
Jacksonville, FL 32216-0959
904 636-6645
904 636-0998 FAX

East Jacksonville Learning Center

11915 Beach Blvd
Suites# 101-104
Jacksonville, FL 32246-6704
904 486-2500
904 486-2501 FAX

Oakleaf Learning Center

9775 Crosshill Blvd
Suite # A-1, A-2
Jacksonville, FL 32222-5823
904 779-4500
904 779-4501 FAX

Central Florida Campus

2290 Lucien Way, Suite #400
Maitland, FL 32751-7057
407 667-0555
407 667-0560 FAX

Daytona Learning Center

1540 Cornerstone Blvd.
Suite 100
Daytona, Florida 32117

South Orlando Learning Center

8325 South Park Circle
Orlando, FL 32819
407 345-8868
407 352-2208 FAX

East Orlando Learning Center

1900 Alafaya Trail
Orlando, FL 32826-4717
407 563-1500
407 563-1560 FAX

West Florida Campus

12802 Tampa Oaks Blvd,
Suite 200
Temple Terrace, FL 33637-
1915
813 626-7911
813 977-1449 FAX

Sarasota Learning Center

501 North Cattleman Road
Sarasota, FL 34232-6421
941 554-2500
941 554-2599 FAX

Westshore Learning Center - Tampa

4805 Independence Parkway
Tampa, FL 33634-7543
813 626-7911
813 977-1449 FAX

St. Petersburg/Clearwater Learning Center

1901 Ulmerton Road,
Suite #150
Clearwater, FL 33762-3311
727 561-9008
727 592-9423 FAX

North Carolina Campuses

Charlotte Campus

3800 Arco Corporate Drive
Suite #100
Charlotte, NC 28273-3409
704 504-5409
704 504-5360 FAX

Charlotte Main 2

3700 Arco Corporate Drive
Charlotte NC 28273-7089

Asheville Learning Center

30 Town Square Boulevard
Suite #220
Asheville, NC 28803
828 654-1000
828 654-1001 FAX

Charlotte East Student Resource Center

7520 East Independence Blvd
Suite #100
Charlotte, NC 28227
704 504-5409

Charlotte North Learning Center

10925 David Taylor Drive
Charlotte, NC 28262-1041
704 504-5409

Greensboro Learning Center

1500 Pinecroft Road
Suite 110
Greensboro, NC 27407-3808
336 291-1500
336 291-1501 FAX

Raleigh Campus

5511 Capital Center Drive
Suite 390
Raleigh, NC 27606-4166
919 854-2121
919 854-2120 FAX

Brier Creek Learning Center

8045 Arco Corporate Drive,
Suite 100
Raleigh NC 27617-2010
919 317-3354
919 317-3355 FAX

Fayetteville Learning Center

639 Executive Place, Suite 301
Fayetteville, NC 28305-5123
910 485-9000
910 485-9001 FAX

South Carolina Campus

Columbia Campus

1001 Pinnacle Point Drive
Columbia, SC 29223-5733
803 699-5096
803 699-7651 FAX

Greenville Learning Center

125 The Pkwy
Suite 100
Greenville, SC 29615-6610
864-675-2300
864-675-2301FAX

Puerto Rico Campuses

Puerto Rico Campus

Santander Tower
at San Patricio
B-7 Tabonuco St.
Suite 700
Guaynabo, PR 00968-3003
787 731-5400
787 731-1510 FAX
800 981-0688

Escorial Learning Center

Escorial Building One
1400 Ave Sur
Suite# 300
Carolina, PR 00987-4704
787 982-7900
787 982-7901 FAX

Northeast Region

Connecticut Campus

Fairfield County

535 Connecticut Ave
Norwalk, CT 06854-1700
203 523-4700
203 523-4799 FAX

Delaware Campus

900 Justison Street
Suite 920
Wilmington, DE 19801
302 656-1027
302 656-8608 FAX

Virginia Campuses

Arlington Learning Center

1800 South Bell Street
Arlington, VA 22202-3546
703 376-6100

Fairfax Learning Center

8270 Willow Oaks Corporate
Drive, Suite 200
Fairfax, VA 22031-4516
703 573-2212
703 573-6461 FAX

Northern Virginia Campus

11730 Plaza America Drive
Suite #200
Reston, VA 20190-4742
703 376-6100
703 435-2160 FAX

Manassas Learning Center

9705 Liberia Ave
Suite #299
Manassas, VA 20110
571 377-7500
703 331-3141 FAX

Richmond Campus

6600 West Broad Street
Richmond, VA 23230-1709
804 288-3390
804 288-3614 FAX

Virginia Beach Learning Center

150 Central Park Ave
Virginia Beach, VA 23462
757 493-6300
757 499-1671 FAX

Maryland Campuses

Maryland Campus

8830 Stanford Boulevard
Suite #100
Columbia, MD 21045-5424
410 872-9001
410 872-0326 FAX

Greenbelt Learning Center

7852 Walker Drive
Suite #100
Greenbelt, MD 20770-3245
301 345-6710
301 345-8401 FAX

Rockville Learning Center

9601 Blackwell Road,
Suite #1
Rockville, MD 20850-6477
240 314-0511
240 314-0139 FAX

Timonium Learning Center

1954 Greenspring Drive
Suite #100
Timonium, MD 21093-4109
410 560-0055
410 560-1384 FAX

Massachusetts Campuses

Boston Campus

19 Granite Street
Suite #300
Braintree, MA 02184-1744
781 228-4507
602 383-9738 FAX

Central Massachusetts Learning Center

One Research Drive
Westborough, MA 01581-3906
508 614-4100

New Jersey Campus

Jersey City Campus

100 Town Square Place,
Suite #305
Jersey City, NJ 07310-2778
201 610-1408
201 610-0450 FAX

Pennsylvania Campuses

Harrisburg Campus

4050 Crums Mill Road
Harrisburg, PA 17112-2894
717-540-3300
717-540-3301 FAX

Philadelphia Campus

1170 Devon Park Drive
Wayne, PA 19087-2121
610 989-0880
619 989-0881 FAX

Warrington Learning Center

1565 Main Street
Suite #1121
Warrington, PA 18976-3400
215 918-5300

City Center Learning Center

30 South 17th Street
Philadelphia, PA 19103-4001
267 234-2000
267 561-0874 FAX

Pittsburgh Campus

Penn Center West
Building 6, Suite #100
Pittsburgh, PA 15276-0109
412 747-9000
412 747-0676 FAX

Washington, DC Campus

25 Massachusetts Ave. NW
Washington, DC 20001-1431
202 423-2520

West Region

Northern California Central Office and Campuses

Northern California Office
2890 Gateway Oaks Drive,
Suite #100 & 200
Sacramento, CA 95833-3632
800-769-4867
916 923-2107
916 648-9130 FAX

Livermore Learning Center

2481 Consitution Drive
Livermore, CA 94551-7573
800 769-4867
925 847-7640
925 965-6101 FAX

Novato Campus

75 Rowland Way, Suite #100
Novato, CA 94945-5037
877 274-6364
415 898-4449
415 898-9095 FAX

Oakland Learning Center

1200 Clay Street
Suite #200
Oakland, CA 94612-1424
877 478-8336
510 457-3300
510 457-3340 FAX

San Francisco Learning Center

1 Front Street
Suite #200
San Francisco, CA 94111-5398
800 448-6775
415 495-3370
415 495-3505 FAX

Bay Area Campus - San Jose

3590 North First Street
Suite #101
San Jose, CA 95134-1805
800 640-0622
408 435-0174
408 435-8250 FAX

Concord Learning Center

1401 Willow Pass, Suite 200
Concord, CA 94520-7982
800 266-2107
925 349-2300
925 681-2079 FAX

Visalia Learning Center

301 E. Acequia
Visalia, CA 93291-6341

Bakersfield Campus

4900 California Avenue,
Tower A, Suite # 300
Bakersfield, CA 93309-7018
800 697-8223
661 633-0300
661 633-2711 FAX

Central Valley Campus

45 River Park Place West
Suite # 101
Fresno, CA 93720-1562
888 722-0055
559 451-0334
559 451-0381 FAX

Sacramento Campuses

Sacramento Valley Campus

2890 Gateway Oaks Drive,
Suite #200
Sacramento, CA 95833-3632
916 923-2107
916 648-9110 FAX

Beale AFB Campus

17849 16th Street
Beale AFB, CA 95903-1711
530 788-7810
530 788-0314 FAX

Elk Grove Learning Center

9280 W. Stockton Boulevard
Suite #230
Elk Grove, CA 95758-8073

Fairfield Learning Center

5253 Business Center Drive,
Fairfield, CA 94534-1630
707 207-0750
707 207-0989 FAX

Gateway Oaks Learning Center

2860 Gateway Oaks Drive
Building B, Suite 100 and 200
Sacramento, CA 95833-3632
916 923-2107
916 923-3914 FAX

Lathrop Campus

17000 South Harlan Road
Lathrop, CA 95330-8738
209 858-0298
209 858-2840 FAX

Modesto Learning Center

5330 Pirrone Road
Salida, CA 95368
209 543-0153
209 543-0236 FAX

Rancho Cordova Learning Center

2882 Prospect Park Drive
Suite#100
Rancho Cordova, CA 95670-6019
916 636-9440
916 636-9449 FAX

Roseville Learning Center

516 Gibson Drive
Roseville, CA 95678-5791
916 783-4886
916 783-7829 FAX

San Diego Campuses

Palm Desert Learning Center

34100 Gateway Drive
Palm Desert, CA 92211
800 473-4346

Chula Vista Learning Center

2060 Otay Lakes Road
Chula Vista, CA 91915-1362
619 591-7028
619 470-4597 FAX

Downtown San Diego Learning Center

1230 Columbia Street
Suite #800
San Diego, CA 92101-0110
800 473-4346

San Diego Campus

9645 Granite Ridge Drive
Suite #250
San Diego, CA 92123-2658
858 576-1287

Kearny Mesa Learning Center

3890 Murphy Canyon Road,
Suite #100
San Diego, CA 92123-4448
858 576-1287
858 576-0032 FAX

San Marcos Learning Center

300 Rancheros Drive
San Marcos, CA 92069
760 510-8253
760 510-8420 FAX

El Centro Learning Center

3095 N Imperial Ave
Suite #101
El Centro, CA 92243
760 355-1190
760 370-9039 FAX

Southern California Campuses

West Regional Administration
10540 Talbert Avenue,
Suite 120 (West)
Fountain Valley, CA 92708
800 888-1968
714 378-5275 FAX

Culver City Learning Center

200 Corporate Pointe,
Suite A-50
Culver City, CA 90230-7645
800 888-1968

Diamond Bar Campus

1370 South Valley Vista Drive,
Diamond Bar, CA 91765-3921
800 888-1968
909 396-5854 FAX

Gardena Campus

1515 West 190 Street
Suite #450
Gardena, CA 90248-4319
800 888-1968
310 525-2684 FAX

La Mirada Campus

14320 Firestone Boulevard
Suite #150
La Mirada, CA 90638-5526
800 888-1968
714 670-9152 FAX

Lancaster Learning Center

1220 West Avenue J,
Lancaster, CA 93534-2902
800 888-1968
661 940-7203 FAX

Murrieta Learning Center

25240 Hancock Ave
Murrieta, CA 92562-5990
800 888-1968
951 677-1748 FAX

Ontario Learning Center

3110 East Guasti Road,
Ontario, CA 91764-7631
800 888-1968
909 937-2194 FAX

Pasadena Campus I

299 North Euclid Ave.
Suite # 100
Pasadena, CA 91101-1531
800 888-1968
626 793-9245 FAX

San Bernardino Campus

301 East Vanderbilt Way,
Suite # 200
San Bernardino, CA 92408-3557
800 888-1968
909 890-2375 FAX

Southern California Campus

3100 Bristol Street
Costa Mesa, CA 92626-3099
800 888-1968
714 913-2709 FAX

Woodland Hills Campus

5955 De Soto Avenue
Woodland Hills, CA 91367-5107
800 888-1968
818 226-0571 FAX

Hawaii Campuses

Hawaii Campus

745 Fort Street
Honolulu, HI 96813-4317
808 536-2686
808 536-3848 FAX

Kapolei Learning Center

1001 Kamokila Boulevard,
Suite # 306
Kapolei, HI 96707-2014
808 693-8686
808 674-2655 FAX

Miliani Learning Center

95-1249 E Meheula Parkway
Suite 106
Mililani, HI 96789-1778
808 625-7004
808 625-7749 FAX

Windward Campus

46-001 Kamehameha Hwy
Suite #110
Kaneohe, HI 96744-3724
808 247-9080
808 247-6360 FAX

Washington Campuses

877 877-4867

Western Washington Campus

7100 Fort Dent Way
Suite #100
Tukwila, WA 98188-8553
425 572-1600
206 246-3110 FAX
206-246-3111 FAX

Bellevue Learning Center

3380 146th Place SE
Suite #200
Bellevue, WA 98007-6480
425 572-1600
425 373-0423 FAX

Lynnwood Learning Center

20700 44th Ave West
Lynnwood, WA 98036
425 744-3900
425 744-3930 FAX

Tacoma Learning Center

1126 Pacific Ave
Tacoma, WA 98402
253 620-3400
253 620-3430 FAX

Eastern Washington Campus

8775 East Mission Avenue
Spokane Valley, WA 99212-2531
509 327-2443
509 326-1788 FAX

Tri Cities Student Resource Center

8905 Gage Blvd
Suite #300
Kennewick, WA 99336-7191
509 736-2930
509 736-2649 FAX

Oregon Campuses

Oregon Campus

13221 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 495-2900
503 670-0614 FAX

Cascades Station Learning Center

9600 NE Cascades Parkway
Suite #140
Portland, Oregon 97220-6831
503 280-7300
503 280-7301 FAX

Hillsboro Learning Center

3600 NW John Olsen Place
Suite 100
Hillsboro, OR 97124-5807
503 495-1900
503 629-8926 FAX

Salem Learning Center

670 Hawthorne Avenue SE
Suite #110
Salem, OR 97301-6884
503 364-5695

Online Region

**Online Campus and
Administrative Offices**

1625 West Fountainhead
Pkwy
Tempe, AZ 85282-2371
602 557-2000

International Campuses

European Military Campus

Hebelstrasse 22
69115 Heidelberg
Germany
011-49-6221-705-0640
011-49-6221-705-0619 FAX

**Asia Pacific Military
Campus**

Kadena AFB
18 MSS/DPE Unit 5134
APO AP 96368
011-81-611-732-8508
011-81-611-734-5303 FAX

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Campus Director
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Vacant
Campus Director
Wawa Ngenge
Director of Academic Affairs

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Campus Director
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Director of Academic Affairs

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Cincinnati Campus

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Campus Director
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Director of Academic Affairs

Cleveland Campus

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Campus Director
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Vacant
Director of Academic Affairs

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Vice President/Director
Detroit Campuses
Vacant
Director of Academic Affairs

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Associate Director of
Academic Affairs

Indianapolis Campus

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Campus Director
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Jeannine Lake
Campus Director
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Director of Academic Affairs

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Scot Mall
Campus Director
Kim Critchlow
Director of Academic Affairs

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Campus Director
Michael Bevis
Associate Director of
Academic Affairs

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Dave Steffen
Campus Director
Glenn Mathews
Director of Academic Affairs

Minneapolis/St. Paul Campus

Robert Zalabak
Campus Director
Don Johnson
Director of Academic Affairs

Springfield Campus

Heather Finley
Campus Director
Thomas Harrison
Director of Academic Affairs

St. Louis Campus

Adam Wright
Campus Director
Sam Fitzgerald
Director of Academic Affairs

West Michigan Campus

Todd Peuler
Campus Director

Marybeth Rardin
Director of Academic Affairs

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Director of Academic Affairs

Jodi Ashbrook
Campus Director

Delaware Campus

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Campus Director

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Nancy Pluzdrak
Campus Director

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Director of Academic Affairs

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Vacant
Campus Director

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Campus Director

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Campus Director

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Campus Director

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Director of Academic Affairs

Richmond Campus

Beth Sigler
Campus Director

Vacant
Director of Academic Affairs

Washington DC Campus

Jason Pfaff
Campus Director

Arnold Harvey
Director of Academic Affairs

SOUTHEAST REGION

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Mike Hearon
Vice President/Director

Betsy Wampler
Associate Director of
Academic Affairs

Augusta Campus

Ericka Hilliard
Campus Director

Jeffrey Davis
Director of Academic Affairs

Birmingham Campus

Chris Breeding
Campus Director

Danetra Martin
Director of Academic Affairs

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Campus Director

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Stephanie Jackson
Campus Director

James McGinley
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Campus Director

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Associate Director of
Academic Affairs

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Campus Director

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Campus Director

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Raquel Ford
Campus Director

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Campus Director

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North Florida Campus

Dan Macferran
Campus Director

Jeff Dunlap
Director of Academic Affairs

Northwest Arkansas Campus

Luke Campbell
Campus Director

Christie White
Director of Academic Affairs

Puerto Rico Campus

Jorge Rivera
Campus Director

Norma Serrano
Director of Academic Affairs

Raleigh Campus

Candice Morgan
Campus Director

Catherine Burr
Director of Academic Affairs

Savannah Campus

Melissa Jackson
Campus Director

Kenneth Craib
Director of Academic Affairs

South Florida Campus

Leslie Kristof
Campus Director

Gail Ali
Director of Academic Affairs

West Florida Campus

Lisa Nucci
Vice President/Director

Tara Stabile
Director of Academic Affairs

NON-GEOGRAPHIC REGION

Kay Poinier
Campus Director

Christine Pacheco
Campus Director

Brian Lincoln
Campus Director

Craig Gess
Campus Director

ACADEMIC CABINET

Administration/Public Members

The Academic Cabinet shall be comprised of the following voting members:

A Public Member of the University Board of Directors (Chairperson)

The Provost (Vice-Chairperson)

The Vice President for Academic Affairs Operations

The Vice President of Instructional Materials and Technology

The Associate Vice Presidents of Academic Affairs

A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Undergraduate Bachelor programs.

A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Master's programs.

A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Doctorate programs.

A member of the Administrative Faculty and Two Lead faculty members from the Associates programs.

Academic Council Members:

Non-Voting Members

Provost (Chairperson)

Vice President of University Services (Vice-Chairperson)

Voting Members

Associate Vice Presidents of Academic Affairs

Deans of the Colleges

Associate Vice President of Admissions and Student Records Services

Representative from Registrar's Office, University Services

Representative from Admissions, University Services

Representative from Academic Affairs Operations

Representative from Academic Administration

Representative from Office of Dispute Management

Representative from Financial Aid

Representative from Student Services

Where a representative is indicated, they will be designated by the University official responsible for the stated functional area.

Academic Implementation Council Members:

College Deans and Associate Deans

Regional Directors and Directors of Academic Affairs

Vice Presidents of Enrollment

Vice Presidents of Student Financial Aid

Regional Directors, Directors, and Managers of Operations/ Student Services

Campus Employee Development University Services Directors & Management

Campus Vice Presidents/ Directors

Program and Policy Implementation teams

Veterans Affairs

Office of Dispute Management

FACULTY

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

Dean

Lindquist, Brian G., PhD
Berry, Bill, MBA

Associate Deans

Fleming, Alisa, MBA

Campus College Chairs

Asia Military Campus

Brent Duncan, MHDOS, MM

Atlanta Campus

Sam Sanders, DM

Augusta Campus

Marvin Jones, MBA

Austin Campus

John Carroll, MBA

Bay Area Campus

Vlad Genin, Ph.D.

Baton Rouge Campus

Lisa Babin-Verret, Eds

Boston Campus

John DiCicco, Ph.D.

Central Florida Campus

Edythe McNickle, Ph.D.

Central Valley Campus

Doris Blanton, MM

Charlotte Campus

Alex Kocharyan, Ph.D.

Chicago Campus

Omer Pamukcu, Ph.D.

Cincinnati Campus

Mary Jo Payne Ph.D.

Cleveland Campus

Barry Tolbert, MS

Colorado Campus

Doug Gilbert, Ph.D.

Columbus, GA Campus

George Hurtarte, DEE

Columbus, OH Campus

Reginald Gardner, DM

Dallas Campus

John Grabarczyk, DBA

Robert Stokes, MS

Detroit Campus

Janisse Green, MBA

El Paso Campus

James Baird, DBA

Europe Military Campus

Gregory Evans, MBA

Fairfield County Campus

Tamara Clark, Ph.D.

Hawaii Campus

Lee Nordgren, DSM

Houston Campus

Melanie Brown, DM

Kansas City Campus

Michelle Boylan, DM

Little Rock Campus

Elizabeth Langevin, MBA

Maryland Campus

Maurice Shihadi, EDD

Memphis Campus

Adam Carr, Ph.D.

Milwaukee Campus

Walter Goodwyn, MBA

Nashville Campus

Lonnie Manning JR, MBA

New Mexico Campus

Howard Hall, Ph.D.

New Orleans Campus

Barbara Holloway, DBM

North Florida Campus

Brian Polding, Ph.D.

Northern Nevada Campus

Richard McIntire, Ph.D.

Northern Virginia Campus

Susan McMaster, Ph.D.

Northwest Arkansas Campus

Michelle Doise, Ph.D.

Philadelphia Campus

Bill Baker, MBA

Phoenix Campus

Patrick Sherman, Ph.D.

Puerto Rico Campus

Clara Segarra-Roman, DBA

Ana Hernandez, MBA

Raleigh Campus

Kymm Watson, Ph.D.

Richmond Campus

Sandra Bryant, Ph.D.

Sacramento Valley Campus

Tim Sheaffer, JD

San Antonio Campus

Frank Bearden, Ph.D.

San Diego Campus

Cecilia Williams, Ph.D.

Savannah Campus

Jenny Meyers, MBA

South Florida Campus

William Hunter, DBA

Southern Arizona Campus

Bill Ardern, MSBA

Southern California Campus

Lester Reams, DPA

Southern Colorado Campus

David Smythe, DM

St. Louis Campus

Darry Dugger

Tulsa Campus

Toni Jacobs, MSM

Utah Campus

David Francom, MBA

West Florida Campus

Maurice R Harvey, DM

West Michigan Campus

Judd Freeman, JD

Western Washington Campus

George Kelley, MBA

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Accounting
- Financial Planning, Control, and Risk Management
- Law
- Management
- Organizational Behavior and Development
- Public Administration
- Strategic Analysis and Planning

Faculty

For a list of local faculty in the School of Business, contact your campus Director of Academic Affairs.

COLLEGES OF ARTS AND SCIENCES

Associate Dean- Humanities

McCollum, Kacie C., EdD
Dean, David, PhD

Schumann, Shannon, PhD

Dean - Criminal Justice

Ness, James, PhD

Associate Dean- Criminal Justice

Walsh, Franzi, DBA

Dean- Social Sciences

Hall, Lynn, EdD

Associate Dean- Social Sciences

Sharp, Stephen, PhD

Dean- Natural Sciences

Eylers, Hinrich, PhD

Ridel, Robert

Associate Deans- Natural Sciences

Patton, Beth, MA/MN

McCowan, Shawn, PhD

Campus College Chairs

Atlanta Campus

Linlin Lu, MS/ECE

Steve Northam, MA

Augusta Campus

Lorena Smith, MAED

Austin Campus

Glen Sefcik, MA

Bay Area Campus

Kristin Denver, PsyD

Baton Rouge Campus

Jane Henry, MS

Boston Campus

Ronald Pacy, PhD

Central Florida Campus

Jeff Dunlap, PhD

Central Valley Campus

Ana Moore, JD

Central Valley Campus

Anne Adamson, MS

Charlotte Campus

Melissa Nethery, Ph.D.

Chattanooga Campus

Johanna Redo, MA

Chicago Campus

Karen Randall, MBA

Cincinnati Campus

Steve Headley, MA

Cleveland Campus

Jeany Tri, M.Ed.

Colorado Campus

Craig Vanhoutte, JD

Columbia, SC Campus

Aneta Bhojwani, Ph.D.

Columbus, GA Campus

Fenton Dixon, Ph.D.

Columbus, OH Campus

Tracy Barton-Rouse, Ph.D.

Dallas Campus

James Chapman, MAS/MS

Detroit Campus

Catherina Castiglione, MS

Cora Haskings, Ph.D.

El Paso Campus

Claudio (Tony) Morales, MAOM

Hawaii Campus

George Carroll, MAE/AET

Houston Campus

Kenneth Farenick, Ed.D.

Idaho Campus

Courtney Colby Bond, MAE

Indianapolis Campus

Rochelle Robinson

Jersey City Campus

Robert Gabriel, Ph.D.

Kansas City Campus

Vernon Fields, Ph.D.

Las Vegas Campus

Nancy Graham, MSP

Mohammed Miah, Ed.D.

Allie Pashley, Psy.D.

Little Rock Campus

Demetria Kimbrough, MPH

Louisville Campus

Rilla Hynes, MMH

Maryland Campus

Veronica Boutte, Ph.D.

Memphis Campus

Jennifer Meunier, MA

Maria Wood, JD

Milwaukee Campus

Justin Farrell, MS/E

Minneapolis/St. Paul Campus

Lisa Kangas, Ph.D.

Nashville Campus

Richard Reinsch, M.Ed.

New Mexico Campus

Kelli Livermore, MPA

Linda Salomone, Ph.D.

New Orleans Campus

Sunny Ryerson, MSE

Northwest Arkansas Campus

Katy Baldus, MA/COM

Northern Virginia Campus

Andrea Diese, DM

Oklahoma City Campus

Kathryn Earl, MED

Philadelphia Campus

Marianne Murawski, Ph.D.

Phoenix Campus

Reggie Grigsby, MAOM

Nicole Konrad, MCSW

Avé Sims

Pittsburgh Campus

Shari Muench, Ed.D.

Puerto Rico Campus

Nereida Serrano Correa, Ph.D.

Raleigh Campus

Hyacinth Joseph, Ph.D.

Richmond Campus

Valary Rawlings, MED

Sacramento Valley Campus

Steven Campas, MS

San Diego Campus

Raymond Rawlins, MIS

Karin Gottfredson, MS

Savannah Campus

Dana Taylor, MSE

South Florida

Campus, Jerry Kaber, MBA

Southern Arizona Campus

Robin Schultz, MAED

Chad Mosher, Ph.D.

Southern California Campus

James Henderson, MSCJ

Jackie Shahzadi, Ph.D.

Rada Chanmugathas, Ph.D.

MaryJo Trombley, Ph.D.

Southern Colorado Campus

John West, MC

St. Louis Campus

Linda Simpson, MBA

Tulsa Campus

Marvin Frohock, MA

Utah Campus

Jeff Haines, MS

Randy Buckner, Ph.D.

West Florida Campus

Janna Cleague, MS

West Michigan Campus

Brenda Holland, MA

Julie Schaefer-Space, MS

Western Washington Campus

Vanessa Earl, MBA/GM

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- English
- Communications
- Humanities
- History
- Criminal Justice and Security
- Counseling
- Human Services
- Psychology
- Health & Wellness
- Mathematics
- Sciences

Faculty

For a list of local faculty in the Colleges of Arts and Sciences, contact your campus Director of Academic Affairs.

COLLEGE OF EDUCATION

Dean

Curley, Meredith A., MBA

Associate Deans

Drotos, Andy, MAEd
McCarty, Sandra, EdD

Campus College Chairs

Asia Military Campus

Linda Williams, Ed.D.

Bay Area Campus

Cathy Malone, MAED

Central Florida Campus

Jack Green, Ed.D.

Central Valley Campus

Sarah Wilson, MAED

Colorado Campus

Bill Weeks, Ed.D.

El Paso Campus

Delila Cramer, MED

Europe Military Campus

Keith Bennett, MAED

Indianapolis Campus

Carmen Giebelhaus, Ph.D.

Kansas City Campus

Charles Wittenberg, Ph.D.

Las Vegas Campus

Eve Breier, Ed.D.

Nashville Campus

Pmlla Simpson, Ed.D.

New Mexico Campus

Becky Kappus, MAED

North Florida Campus

Cheryl Hearn, Ed.S.

Northern Nevada Campus

Francey Dennis, Ed.S.

Oregon Campus

Robert Hamm, MAED

Phoenix Campus

Alfonso Alva, Ed.D.

Puerto Rico Campus

Lorraine Arbelo, Ed.D.

Sacramento Valley Campus

Patricia Wick, MA

San Antonio Campus

Sharon Michael -Chadwell,
Ed.D.

San Diego Campus

Debbie Carpenter, MAED/CI

South Florida Campus

Alexandra Escobar, MAED

Southern Arizona Campus

Kathleen Woods, Ed.D.

Southern California Campus

Lori Curci-Reed, Ed.D.

Southern Colorado Campus

Rich Patterson, Ph.D.

St. Louis Campus

Janis Wiley, Ed.D.

Utah Campus

Carla Wonder McDowell, Ph.D.

West Florida Campus

Deb Stevens, Ed.D.

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Administration and Supervision (Principals)
- Continuing Education
- Adult Education and Training
- Curriculum & Instruction
- Teacher Education
- Teacher Leadership

Faculty

For a list of local faculty in the College of Education, contact your campus Director of Academic Affairs.

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean

Smith, Blair A., MBA

Associate Dean

Purdy, Bradley

Campus College Chairs

Cleveland Campus

Rich Spinner, MSSM

Colorado Campus

Michael Hebert, MSME

Phoenix Campus

Gloria Pearson, MBA

San Diego Campus

Paul Porch, MBA/TM

Utah Campus

Ken Sardoni, MS

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Analysis and Communications
- Business Systems

- Technology

Faculty

For a list of local faculty in the College of Information Systems and Technology, contact your campus Director of Academic Affairs.

COLLEGE OF NURSING

Dean

Fuller, Pamela K., MN

Associate Dean

Strawn, Angela M., MS

Campus College Chairs

Bay Area Campus

Teena Evans, MSN

Central Florida Campus

Paula Berry-Zeller, MSN

Central Valley Campus

Sandra Davis, Ph.D.

Cleveland Campus

Lawrence Fergus, MSN

Colorado Campus

Cathy Jaynes, Ph.D.

Detroit Campus

Antoinette Dziejdzic, MSN

Hawaii Campus

Glenda Tali, MSN

Minneapolis/St. Paul Campus

Kerrie Downing, MSN

Nashville Campus

Marcia Edwards, MSN

North Florida Campus

Kathy Chelini, MN

Northern Virginia Campus

Pamela Cangelosi, Ph.D., RN,
CNE

Phoenix Campus

Erich Widemark, Ph.D.

Sacramento Valley Campus

Jessica Gomez, MSN

San Diego Campus

Sandra Huppenbauer, MSN

South Florida Campus

Judith Fernandez, MSN

Southern Arizona Campus

Kathy Watson, MS/FNP

Southern California Campus

Linda Seale, MSN

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Nursing

Faculty

For a list of local faculty in the College of Health Human and Services, contact your campus Director of Academic Affairs.

SCHOOL OF ADVANCED STUDIES

Dean

Moreland, Jeremy, PhD

Associate Dean

Crews, Jack, Ed.D.

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Business Administration
- Education (k-12)
- Health Administration
- Higher Education
- I/O Psychology
- Management
- Nursing
- Research

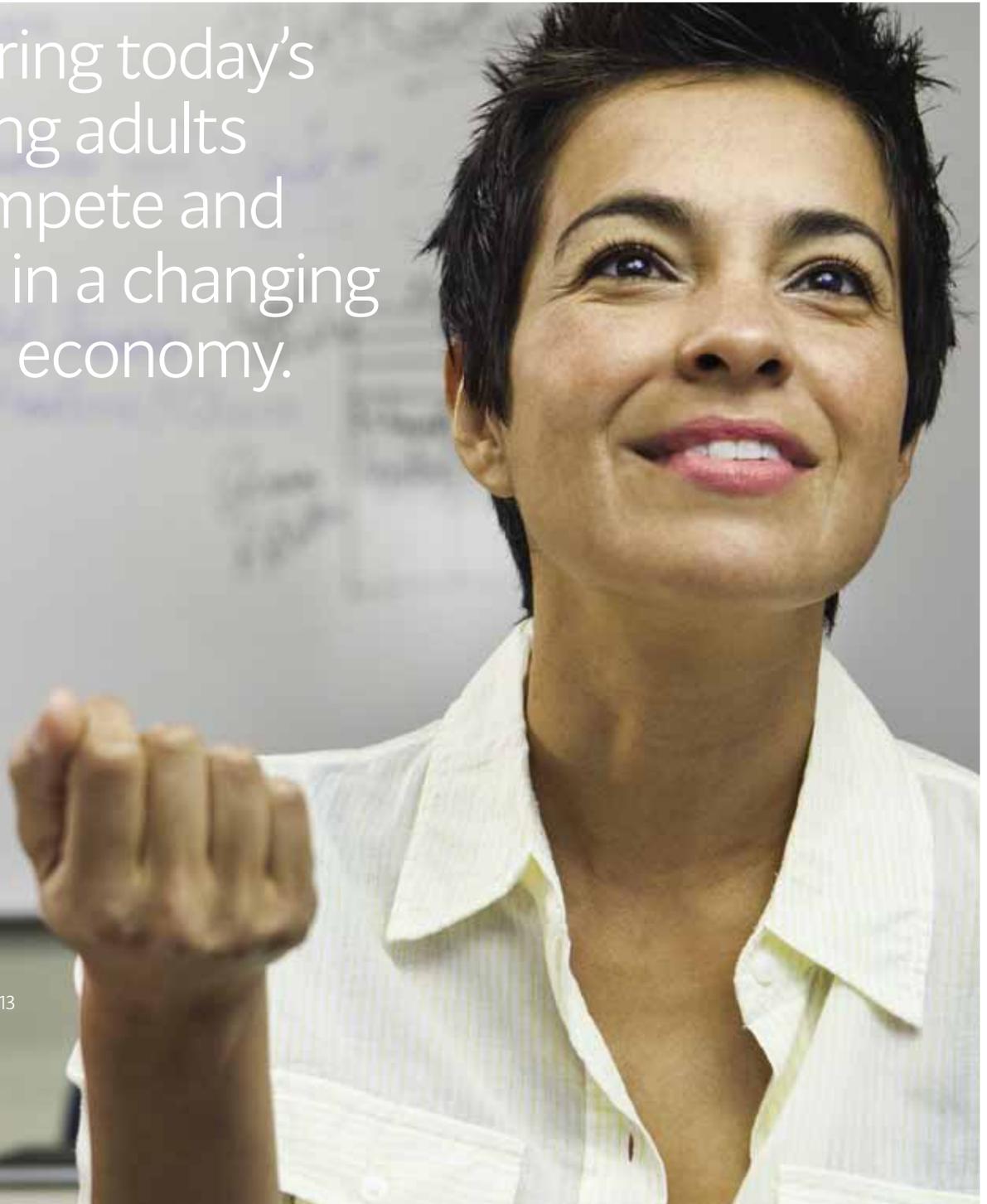
Faculty

For a list of local faculty in the School of Advanced Studies, contact your campus Director of Academic Affairs.



University of Phoenix®

Preparing today's
working adults
to compete and
thrive in a changing
global economy.



Volume 46

Effective July 1, 2012
through June 30, 2013

2012-2013
UNIVERSITY OF PHOENIX
DES MOINES
ACADEMIC CATALOG
Volume 46
July 1, 2012 through June 30, 2013 catalog
with Addendum, Effective October 1, 2012

“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 and
Chairman of the
Board

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 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 the sex offender registry, institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. You can obtain a copy of this report by contacting your local Campus Security Authority or by accessing the following Web site: <http://www.phoenix.edu/safety>.

ADDENDUM - UPDATED POLICY

The following policy is effective as of October 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the Students' Rights and Responsibilities section of this catalog.

Procedure for Processing Alleged Violations of the Student

Code of Conduct:

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

A. Alleged Violations:

1. An alleged violation of the Student Code of Conduct, unless related to student records or sex discrimination/harassment, shall be forwarded to the Campus Director of Academic Affairs, the Campus Director of Operations, or their designee.
2. An alleged violation of the Student Code of Conduct that relates to student records shall be forwarded in writing to the Registrar.
3. An alleged violation of the Student Code of Conduct that relates to sex discrimination/harassment shall be forwarded to the university's Title IX Coordinator, Camie Pratt, Associate Vice President, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-SX01, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.
4. All alleged violations of the Student Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.
5. An alleged violation of the Student Code of Conduct may result in a warning or it may be subject to review by a committee as described below.

ADDENDUM - UPDATED POLICY

The following policy is effective as of October 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the Consumer Information and Academic Policies sections of this catalog.

Academic Probation

Academic probation 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 at the Online Campus should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AACR & 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 DVA education benefits during the probation period. The veteran will be informed of the probation, and a notation to the student DVA file will record when the probationary period commenced.

ADDENDUM - UPDATED POLICY

The following policy is effective as of October 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the University Policies section of this catalog.

Discrimination Procedures:

1. Students, faculty or staff alleging discrimination must present their grievance within six weeks.
 - a. Allegations of sex discrimination must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-SX01, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

Harassment Procedures

1. Students, faculty or staff alleging harassment must present their grievance within six weeks.
 - a. Allegations of sexual harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4025 S. Riverpoint Parkway, Mailstop CF-SX01, Phoenix, AZ 85040, 602.557.3391, TitleIX@phoenix.edu.

ADDENDUM - UPDATED POLICY

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

A. Alleged Violations:

1. An alleged violation of the Student Code of Conduct, unless related to student records or sex discrimination/harassment, shall be forwarded to the Campus Director of Academic Affairs, the Campus Director of Operations, or their designee.
2. An alleged violation of the Student Code of Conduct that relates to student records shall be forwarded in writing to the Registrar.
3. An alleged violation of the Student Code of Conduct that relates to sex discrimination/harassment shall be forwarded to the university's Title IX Coordinator, Camie Pratt, Associate Vice President, Office of Dispute Management, 1625 W. Fountainhead Parkway, Mailstop AA-S401, Tempe, AZ 85282, 602.557.3391, Camie.Pratt@phoenix.edu or designee).
4. All alleged violations of the Student Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.
5. An alleged violation of the Student Code of Conduct may result in a warning or it may be subject to review by a committee as described below.

ADDENDUM - UPDATED POLICY

The following policy is effective as of September 1st, 2012. Please see the updated policy information below.

The new information is will supercede the existing policy located in the Consumer Information section in the body of this catalog.

CONSUMER INFORMATION

Introduction

All institutions participating in federal financial aid programs are required to notify enrolled and potential students and current and prospective employees regarding available consumer information. This document provides required consumer information. Where applicable, each section lists specific locations where additional information is available. Additionally, the right to request and receive this information in writing is available by contacting the campus director or designee at each University of Phoenix location during regular business hours.

Students should contact an enrollment advisor at 866.766.0766 for additional information on consumer information.

Student Financial Aid Consumer Information

University of Phoenix participates in the following federal financial aid programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Teacher Education Assistance for College Higher Education (TEACH) Grant
- Iraq and Afghanistan Service Grant (IASG)
- Federal Perkins Loan Program
- Federal Stafford Direct Loan (DL) Program
- Federal Stafford Direct Parent Loan for Undergraduate Students (PLUS)
- Federal Stafford Direct PLUS Loan for Graduate and Professional Degree Students

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program can apply for federal financial aid as a means of assisting with financing their education. Some certificate programs may also be eligible for federal financial aid.

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Depending on the program, student eligibility may be need-based, non-need-based, credit based, or dependent on other specific conditions.

Students should contact a local campus or an online finance advisor at 866.766.0766 for additional information on financial aid programs available at each campus. A list of campuses is available at http://www.phoenix.edu/campus_locations.html.

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 a lawfully issued subpoena.

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

Access to Education Records

FERPA regulations require the University to comply with students' rights 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, University Services 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 the students wish to receive copies of or inspect.

Note: Under FERPA, a student is defined as an individual who is or has attended an educational institution. Students with at least one Academic Related Activity in a university course are considered a student. A student with at least one positive attendance, or Y, posted is considered an active student.

Education records are defined as all records, files, documents and materials containing 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
- 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
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of degrees earned
- Current enrollment status (full-time1 and withdrawn)
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs

- Honors and awards received
- Participation in officially recognized activities

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

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

To remove previously authorized parties from record, the student completes and submits a FERPA Rescind form listing all parties to whom information should no longer be released.

Information Not Released - Non-Directory

In compliance with FERPA, the following student information must 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*

* 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. The University will notify students to provide contact information directly to a third party when this information is requested.

** Student IRNs, SSNs or PINs should not be released to a third party, unless necessary to perform a required task; for example the Student Financial Agreement, FBI request, etc.

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-party inquiries, including parents, require a FERPA Release Form on file unless the third party meets one of the definitions under FERPA allowing access without prior written or authorized electronic consent from the student, for example, power of attorney, etc.

The University can release information to school officials with legitimate educational interest.

The University may release information under the following conditions:

- School officials with legitimate educational interest
- Person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials such as Apollo Group, Netnet Scholarship Management, Aptimus, Protiviti, ACS, ECMC Solutions, National Student Clearinghouse, Paradigm, Inc., Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, Inside Track, Salesforce, Iron Mountain, Outsell Y-Connecting, Cerveo, IntraEdge, ITC InfoTech, Sogeti, collection agencies (CS, ARS, States Recovery, FMS, Account Control Technology-ACT, Avante USA, Capital Management Systems, FCBS, NARS Call Center Solutions, National Enterprise Systems, Northland Group, Penta Group, Redline Recovery, Tate and Kirlin, iGrad, and Windham Professionals) and other 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
- Organizations conducting studies for, or on behalf of, the school
- Accrediting organizations
- 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
- The U.S. Immigration and Customs Enforcement, in compliance with the Student Exchange Visitor
- Information System (SEVIS) program
- Under "Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and
- Obstruct Terrorism Act (USA PATRIOT ACT) of 2001," Section 507 amends FERPA and allows institutions to disclose without consent or knowledge of the student personally identifiable information from the student's education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in Section 2331 of Title 18 United States Code. Institutions that, in good faith, produce information from education records in compliance with an ex parte order issued under this amendment "shall not be liable to any person for that production"
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and 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 of 1986

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 relating 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 accrediting functions
- 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, 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 interest
- The disclosure is to officials of other schools where the student seeks or intends to enroll
- The disclosure is, subject to requirements of 34 CFR §99.35, to authorized representatives of the Comptroller General of the United States, Secretary, or state and local educational authorities
- The disclosure is in connection with financial aid if the student has applied for 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

Students requesting demographic or personally identifiable information on other University of Phoenix students for survey or research purposes must contact the Campus Director of Operations and Academic Affairs when approved through the Human Subjects Committee in the Office of the Provost.

The University shall retain a record of student information disclosed to a third party if the disclosure does not fall under a FERPA exception. This information is kept on the University's computer system containing dates, names and reasons for release. Students shall have reasonable access to their educational records and may request to review and challenge the contents, which they feel to be inaccurate, misleading, or otherwise in violation of their privacy or other rights. FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, University Services 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 receive copies of or inspect.

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 the Family Educational Rights and Privacy Act 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 students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, University Services 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 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 Information from Files form. Distance education students must submit a written request specifically outlining which record they would like to review. Upon verification of the student's signature, the records will be released.

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 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 University Services. 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. A hearing panel appointed by the registrar shall represent the University. The panel shall consider all relevant evidence supporting the student's allegations of inaccurate or misleading information in the student's 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.

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.

The University may release foreign transcripts to students.

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:

- Student has an unpaid financial obligation with the University.
- The University issues transcripts for students who have filed for bankruptcy, provided University of Phoenix obtains a copy of the bankruptcy petition filed with the courts.

Students have the right to file a complaint with the FERPA office in Washington, D.C. Inquiries should be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, 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 Student Verification Process (SVP) is required for inbound and internally transferred phone calls in which a request for the release of or update to any student record information is made. The Student

Verification Process is not required for outbound phone calls, provided those calls are to contact numbers in our student academic systems and the student verifies his/her identity. A government issued photo ID or University of Phoenix issued photo ID can be used in place of the SVP for in-person requests.

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
- Email address*
- Telephone listing
- Age (date of birth)
- Place of birth*
- Level of education
- Academic major
- Degrees received*
- Most recent educational institution attended*

*This information may be released only when available. No information will be released if the student has a FERPA hold on record.

Procedure

1. Request is routed from campus or corporate department to the Apollo Ethics & Compliance Department at the following address:
University of Phoenix

Apollo Ethics & Compliance Department
4025 S. Riverpoint Parkway, Mail Stop: CF-L302
Phoenix, AZ 85040
Fax: 480.643.1015

2. Within 15 days of a request by the recruiter, the Apollo Ethics & Compliance Department will make contact with the requestor and discuss the necessary information requested, our method for determining costs, and our basis for concluding that such charges are reasonable and customary.

3. The Apollo Ethics & Compliance Department will route specific report details to the Office of the Registrar.

4. The Office of the Registrar will process the request of information and route the report back to the Apollo Ethics & Compliance Department within 72 business hours.

5. The Apollo Ethics & Compliance Department will send the information to the requestor.

6. Documentation will be kept, verifying each occurrence of report fulfillment.

Consumer Privacy Policy

Our Privacy Philosophy

Summarized below are key elements of our Privacy Policy. To read our full Privacy Policy ("Policy") please go to http://www.phoenix.edu/copyright-legal/privacy_policy.html#full-version.

Scope of Privacy Policy

This policy applies to website visitors, current and prospective students, and any other user of services offered through Apollo Group, Inc. and University of Phoenix ("Apollo" or "we"), 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 (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 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 admission or financial aid; register for classes; order educational or other products and services; 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 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 Online Behavioral Advertising purposes
- to improve Site and service performance and delivery
- to prevent potentially illegal activities (including illegal downloading of copyrighted materials in accordance with our Copyright Infringement policy)
- to analyze academic and learning outcomes and preferences
- 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
- 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 Apollo, our Educational Partners, or our Business Associates.

Your Rights and Choices

Marketing Communications

If you do not wish to receive marketing email communications from us, you may express your choice where indicated on the applicable email or other communication.

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

Under California's Shine the Light law, Cal. Civ. Code § 1798.83, we provide California residents the ability to opt out of disclosures to Educational Partners for direct marketing purposes. To opt out of these disclosures at no cost, email Privacy@apollogrp.edu.

Online Behavioral Advertising

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 web sites 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?v=1.

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 Privacy@apollogrp.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 login 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, click here. You may also contact us via one of the below methods:

Phone: 1.800.866.3919
Email: USSC@phoenix.edu
Mail: University of Phoenix
Attn: Registrar's Office
Mail Stop CF-L201, 4025 S. Riverpoint Parkway
Phoenix, AZ 85040
USA

Apollo Group 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 us as described below or check back at this Site periodically to obtain a current copy of this Privacy Policy.

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, please contact our please contact our Chief Ethics and Compliance Officer at Privacy@apollogrp.edu or

Apollo Group, Inc.
Attn: Chief Ethics & Compliance Officer
4025 S. Riverpoint Parkway
Phoenix, AZ 85040 USA

FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID PROGRAMS

Degree-seeking students who are U.S. citizens or eligible noncitizens enrolled in an eligible academic program 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 be eligible to receive funding through state grant or scholarship programs in their states where available.

General Eligibility Requirements

General eligibility requirements for financial aid are as follows:

- Submit a current award year Free Application for Federal Student Aid (FAFSA®)
- Student must be a U.S. citizen or eligible noncitizen
- Student must have a valid Social Security number
- Student must be enrolled, or accepted for enrollment, in an eligible program
- Student must have a high school diploma or general educational development (GED) credential
- Student must meet applicable satisfactory academic progress (SAP) standards
- Student must meet enrollment status requirements
- Student must have resolved any drug conviction issue
- Student must have a timely registration for Selective Service, if required by law
- Student must not be in default on a loan made under any federal aid program

For additional eligibility requirements, go to: http://www.phoenix.edu/tuition_and_financial_options/financial_options/financial-aid-options-non-citizens.html

Grants

University of Phoenix participates in the following federal financial aid programs:

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded usually only to undergraduate students who have not earned a bachelor's or a professional degree.

Beginning with the 2012-2013 award year, a student can only receive a Pell Grant for up to a maximum of 12 semesters or the equivalent.

For more detailed information about the federal Pell Grant, visit <http://studentaid.ed.gov/types/grants-scholarships/pell>

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. The FSEOG does not have to be repaid.

For more detailed information about the FSEOG, visit <http://studentaid.ed.gov/types/grants-scholarships/fseog>

Iraq and Afghanistan Service Grant (IASG)

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

For more detailed information about the IASG, visit <http://studentaid.ed.gov/types/grants-scholarships/iraq-afghanistan-service>

Teacher Education Assistance College of Higher Education (TEACH) Grant Program

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

For more detailed information about the TEACH Grant, visit <http://studentaid.ed.gov/types/grants-scholarships/teach>

Note: Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based, or dependent on other specific conditions. Contact a local campus or Online finance advisor at 866.766.0766 for additional information on state grant and/or scholarship programs. A list of campuses is available at http://www.phoenix.edu/campus_locations.html.

Loans

Federal Perkins Loan Program

A Federal Perkins Loan is a low-interest (5 percent) loan for both undergraduate and graduate students with exceptional financial need. Federal Perkins Loans are made through a school's financial aid office. Your school is your lender, and the loan is made with government funds. You must repay this loan to your school.

For more detailed information about the Perkins Loan Program, visit <http://studentaid.ed.gov/types/loans/perkins>

Students who receive a Federal Perkins loan are subject to the terms and conditions disclosed on the Federal Perkins Loan Master Promissory Note (MPN), <http://www.ifap.ed.gov/dpclatters/attachments/CB0906Attach.pdf>

Federal Direct Loan (DL) Program

Direct Stafford Loans, from the William D. Ford Federal Direct Loan (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 (the Department) at participating schools.

Direct Subsidized Loans—Direct Subsidized Loans are for students with financial need. The University will review the results of the Free Application for Federal Student Aid (FAFSA®) and determine the amount a student can borrow. The student is not charged interest while in school at least half-time and during grace periods and deferment periods.

Direct Unsubsidized Loans—The student is not required to demonstrate financial need to receive a Direct Unsubsidized Loan. Like subsidized loans, the University will determine the amount a student can borrow. Interest accrues (accumulates) on an unsubsidized loan from the time it's first paid out. The student can pay the interest while in school and during grace periods and deferment or forbearance periods, or can allow it to accrue and be capitalized (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount to be repaid because the student will be charged interest on a higher principal amount.

For more detailed information about the federal Direct Loan Program, visit <http://studentaid.ed.gov/types/loans/subsidized-and-unsubsidized> and the Direct Loan Disclosure Statement at <http://www.direct.ed.gov/pubs/dlplain.pdf>

Students who receive a Direct Stafford Loan are subject to the terms and conditions disclosed on the Federal Direct Stafford/Ford Loan Master Promissory Note (MPN): <http://www.direct.ed.gov/pubs/dlrights.pdf>

Recent Regulatory Changes

Effective for loans first disbursed on or after July 1, 2012, the law eliminates a Direct subsidized loan eligibility for an interest subsidy during the 6-month grace period. This provision is applicable to a Direct subsidized loan with a first disbursement made on or after July 1, 2012 and before July 1, 2014. If a student receives a subsidized loan during this timeframe, he will be responsible for the interest that accrues while loan is in the grace period.

Effective for loans first disbursed on or after July 1, 2012, the law eliminates the authority of the U.S. Department of Education (ED) to offer any repayment incentives to Direct Loan borrowers to encourage on-time repayment of loans, including any reduction in the interest rate or origination fee. As a result, the up-front interest rebate that has been provided to Direct Loan borrowers at the time of loan disbursement will not be offered on any Direct Loan with a first disbursement date that is on or after July 1, 2012. The law continues to authorize ED to offer interest rate reductions to Direct Loan borrowers who agree to have payments automatically electronically debited.

Effective for loans made for periods of enrollment (loan periods) beginning on or after July 1, 2012, graduate and professional students are no longer eligible to receive Direct Subsidized Loans. Direct Subsidized Loans received by any student for loan periods beginning before July 1, 2012, for either graduate or undergraduate study, are not affected by this change.

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.

For more detailed information on Direct Parent PLUS loans, visit <http://studentaid.ed.gov/types/loans/plus>

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), <http://www.direct.ed.gov/pubs/dlrights.pdf>

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. The terms and conditions applicable to PLUS Loans for parents also apply to PLUS Loans for graduate and professional students. These terms and conditions include: (1) a determination that you (the applicant) do not have an adverse credit history; and (2) a fixed interest rate of 7.9% for Direct PLUS Loans.

For more detailed information on the Direct PLUS loan for Graduate and Professional students, visit <http://studentaid.ed.gov/types/loans/plus>

Students who receive a PLUS loan for Graduate and Professional students are subject to the terms and conditions disclosed on the Federal Direct PLUS Loan Application and Master Promissory Note (MPN), <http://www.direct.ed.gov/pubs/dlrights.pdf>

Go to Student Aid on the Web at <http://studentaid.ed.gov> to review more detailed information on eligibility and how to apply. Students should contact a local campus or an online finance advisor at 866.766.0766 for additional information on the financial aid programs available at your campus. A list of campuses is available at http://www.phoenix.edu/campus_locations.html.

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

Grade Level Determination

Determination of grade level is an important part of calculating eligibility for federal and state financial aid. The University bases grade levels on credits completed at the start of an academic year. An academic year is defined as a minimum of 24 credits and 30 weeks of instructional time

Grade Level Determination			
Credits earned in primary program at start of Academic Year (includes transfer credits)	Associate Degree Grade Level	Bachelor's Degree Grade Level	Graduate Degree Grade Level
0-23	1 Freshman	1	A
24-47	2 Sophomore	2	B
48-71	2	3 Junior	C
72-95	N/A	4 Senior	N/A
96+	N/A	5	N/A

Note: A student in a two-year program or certificate program cannot receive more than a grade level 2 (GL2) annual loan limit in any given year, no matter how long it takes to complete the program or certificate.

Federal Stafford Direct Subsidized and Unsubsidized Annual Loan Limits

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

	Undergraduate Student	Independent Undergraduate Student	Graduate/ Professional Student
1 Freshman	\$5,500 - No more than \$3,500 of this amount can be subsidized loan	\$9,500 - No more than \$3,500 of this amount can be subsidized loan	\$20,500
2 Sophomore	\$6,500 - No more than \$4,500 of this amount can be subsidized loan	\$10,500 - No more than \$4,500 of this amount can be subsidized loan	
3 & 4 Junior and Senior	\$7,500 - No more than \$5,500 of this amount can be subsidized loan	\$12,500- No more than \$5,500 of this amount can be subsidized loan	

Maximum Total Debt from Stafford Loans	\$31,000 -No more than \$23,000 of this amount may be in subsidized loans.	\$57,500 -No more than \$23,000 of this amount may be in subsidized loans	\$138,500 -No more than \$65,500 of this amount may be in subsidized loans. The graduate debt limit includes Stafford Loans received for undergraduate study.
<p><i>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. For students in undergraduate certificate programs that are greater than an academic year, the maximum amount borrowed is \$9,500 per 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.</i></p>			

A student whose parent cannot obtain a Parent Loan for Undergraduate Student (PLUS) loan is allowed to borrow additional unsubsidized federal Direct Stafford amounts. Student dependency status will be determined based on answers to questions on the FAFSA®.

Education Loan Interest Rates

Direct Subsidized Loans:

-If the first disbursement of your subsidized loan is between July 1, 2012 and June 30, 2013, the interest rate on your loan is fixed at 3.4%.

Graduate and professional degree students-As of July 1, 2012, subsidized loans are no longer available to graduate and professional degree students.

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses.

The terms and conditions applicable to PLUS Loans for parents also apply to PLUS Loans for graduate and professional students. These terms and conditions include: a determination that you (the applicant) do not have an adverse credit history; and a fixed interest rate of 7.9% for Direct PLUS Loans.

Direct Unsubsidized Loans:

The interest rate is fixed at 6.8% for all borrowers (undergraduate and graduate).

Prior Federal Loans and Financial Aid History-If you currently have a Stafford Loan and would like to check the interest rate, servicer information, and other financial aid history, go to the National Student Loan Data System (<http://www.nslds.ed.gov/>).

Addendum

If you qualify under the Service Members Civil Relief Act, the interest rate on loans you obtained before entering military service may be capped at 6% during your military service. You must contact your loan servicer to request this benefit.

In addition, no interest charged (for a period of no more than 60 months) on Direct Loans first disbursed on or after October 1, 2008, while a borrower is serving on active duty or performing qualifying National Guard duty during a war or other military operation or other emergency, and serving in an area of hostilities qualifying for special pay.

Loan Fee

There is a loan fee on all Direct Subsidized and Unsubsidized Loans. The loan fee is a percentage of the amount of each loan you receive. For loans first disbursed on or after July 1, 2010, the loan origination fee is 1.0%. The specific loan origination fee that you are charged will be reflected in a disclosure statement.

For more information on Direct Stafford, go to Student Aid on the Web at <http://studentaid.ed.gov/types/loans/interest-rates>.

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, <http://www.direct.ed.gov/pubs/dlrights.pdf>, attached to the Master Promissory Note (MPN).

Student Rights

- Written information on loan obligations and information on rights and responsibilities as a borrower
- A copy of the MPN, either before or at the time loan is disbursed
- A grace period and an explanation of what this means
- Notification, if in grace period or repayment, no later than 45 days after a lender assigns, sells or transfers the loan to another lender
- A disclosure statement, received before repayment begins, that includes information about interest rates, fees, the balance owed and a loan repayment schedule
- Deferment or forbearance of repayment for certain defined periods, if qualified and requested
- Prepayment of loan in whole or in part anytime without an early repayment penalty
- Documentation that loan is paid in full

Student Responsibilities:

- Completing exit counseling before leaving school and repaying loan according to repayment schedule even if not completed academic program, dissatisfied with the education received, or unable to find employment after graduation.
- Notifying lender or loan servicer if student: 1) Moves or changes address; 2) Changes telephone number; 3) Changes name; 4) Changes SSN; 5) Changes employers, or employer's address and/or telephone number changes
- Making monthly payments on loan after grace period ends, unless a deferment or forbearance
- Notifying lender or loan servicer of anything that might later change eligibility for an existing deferment or forbearance

Prior Loan Deferments (Postponing Payments)

A student, who is registered and attending classes at the University, may have federal financial aid loans from previous colleges deferred. Deferment forms can be obtained from the lender if the loan is from another school. Return all deferment forms to a finance advisor, who forwards the forms to the Office of Student Records for processing to the holder of the loan. The loan holder makes the final determination to grant a deferment request.

Students receiving federal financial aid funds may also obtain deferments while serving in the Peace Corps; under the Domestic Volunteer Service Act; and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field on community service.

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 <http://studentaid.ed.gov/repay-loans/deferment-forbearance> or <http://www2.ed.gov/offices/OSFAP/DirectLoan/postpone.html>

Loan Consolidation

A consolidation loan may help make payments more manageable by combining several federal student loans into one loan with one monthly payment.

A student will need to apply for a loan consolidation and choose a repayment plan. Repayment plans include the following: standard, extended, graduated, income-contingent for Direct loans, income-sensitive for Federal Family Education loans (FFEL), or an income-based.

More information regarding loan consolidation is located at <http://www.loanconsolidation.ed.gov> and <http://www2.ed.gov/offices/OSFAP/DirectLoan/cancellation.html>

Public Service Loan Forgiveness

The Direct Loan Public Service Loan Forgiveness (PSLF) Program was established by Congress with the passage of the College Cost Reduction and Access Act of 2007, and was created to encourage individuals to enter lower-paying but vitally important public sector jobs such as military service, law enforcement, public education and public health professions.

More information regarding loan forgiveness is located at <http://studentaid.ed.gov/repay-loans/forgiveness-cancellation/charts/public-service>

Loan Payment Calculator

Loan Payment Calculators may be used by students or potential students to calculate monthly payments under the standard and extended repayment plans, at <http://finaid.org/calculators/loan-payments.phtml> or <http://www2.ed.gov/offices/OSFAP/DirectLoan/calc.html>.

Federal Financial Aid Loan Counseling

Entrance Counseling

The University ensures loan entrance counseling is conducted online at the U.S. Department of Education website <https://studentloans.gov/myDirectLoan/index.action> before a borrower takes out a loan. Entrance counseling generally includes the following:

- An explanation of the use of a master promissory note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules

- Information in reference to a borrower's rights and responsibilities
- Provide information on the National Student Loan Data System (NSLDS), http://www.nsls.ed.gov/nsls_SA/
- Other terms and conditions

Exit Counseling

The University ensures loan exit counseling is conducted online at the U.S. Department of Education

National Student Loan Database (NSLDS) website http://www.nsls.ed.gov/nsls_SA/ within 30 days of completion of a program or withdrawal from the University. Exit counseling generally includes the following:

- An explanation of the use of a master promissory note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Provide information on the National Student Loan Data System (NSLDS), http://www.nsls.ed.gov/nsls_SA/
- Other terms and conditions

Perkins Loan Counseling

The University ensures Perkins loan counseling is conducted online at the Mapping Your Future website <http://mappingyourfuture.org/oslc/>. Perkins loan counseling generally includes the following:

- Importance of repayment obligation
- Explanation of repayment terms
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower's rights and responsibilities
- Other terms and conditions

Teacher Education Assistance for College and Higher Education Grant Counseling

The University ensures initial and subsequent Teacher Education Assistance College of Higher Education (TEACH) Grant counseling is conducted online at the TEACH Grant website, <https://teach-ats.ed.gov/ats/index.action>. Grant counseling generally includes the following:

- TEACH Grant Program and service obligations
- Information in reference to a borrower's rights and responsibilities
- Other terms and conditions

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 (<http://cdn.assets-phoenix.net/content/dam/altcloud/doc/tuition/Student-Loan-Code-of-Conduct.pdf>) creates and maintains uniform student loan practices that focus on the best interest of the 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 http://www.phoenix.edu/tuition_and_financial_options/student_loan_code_of_conduct.html to learn about loan regulations.

Students should contact the University by email at PLL@phoenix.edu with any questions about the information in this document.

Statement of Educational Purpose

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

The parent or student, signing the Free Application for Federal Student Aid (FAFSA®) agrees, if asked, to provide information that will verify the accuracy of your completed form. This information may include federal or state income tax forms that you filed or are required to file. In addition, you certify that you understand that the Secretary of Education has the authority to verify information reported on this application with the Internal Revenue Service and other federal agencies. If you sign any document related to the federal student aid programs electronically using a Personal Identification Number (PIN), you certify that you are the person identified by the PIN and have not disclosed that PIN to anyone else. If you purposely give false or misleading information, you may be fined up to \$20,000, sent to prison or both.

Referrals to the Office of Inspector General

University of Phoenix is required by law to make referrals to the Office of Inspector General of any cases of suspected fraud and abuse involving the federal financial aid programs.

State Grants

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 a work or other requirement is 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 requirement.

For information regarding the grants offered by the University; how to apply, eligibility, deadlines, etc., see list of programs and their respective websites and phone numbers at http://www.phoenix.edu/about_us/regulatory/consumer-information.html.

For additional specific eligibility information, the institution may contact you directly when determining grant eligibility.

Institutional Grants

University of Phoenix is committed to providing financial assistance opportunities through institutional grant programs for potential and current students. For more information visit http://www.phoenix.edu/about_us/regulatory/consumer-information/institutional-grants.html

Thinking Ahead Grant

The Thinking Ahead Grant is for new students enrolled in a bachelor's degree program. The grant award is a credit to student's University account to pay applicable tuition and electronic course materials fees not covered by federal and state financial aid. The uncovered amount must be between \$200 and \$1,500 per award year. Students must have an expected family contribution (EFC) of \$12,500 and must maintain continuous enrollment. Eligibility is reviewed and determined after federal financial aid is processed.

Grant terms and conditions are as follows:

- The grant is awarded in up to two disbursements per academic year.
- The grant cannot be applied to failed or withdrawn courses.
- The grant is calculated using maximum federal financial aid eligibility, regardless of amount borrowed.
- You are responsible for any remaining direct costs after student financial aid and grant amounts are applied.
- The grant is applied directly to your student account as a credit. No check or other cash monies will be given or refunded to you at any time.

Institutional Scholarships

The Center for Scholarship Excellence (CSE) is a department of University of Phoenix. The CSE is committed to assisting with financial support through institutional and external scholarship programs. The CSE encourages students to borrow responsibly as they work towards their educational goals.

University of Phoenix has a comprehensive scholarship website at http://www.phoenix.edu/tuition_and_financial_options/scholarships.html to meet the needs of students. This website features scholarships offered by University of Phoenix, scholarship resources, tips, suggestions, articles, an external scholarship search engine and much more.

University of Phoenix funds institutional scholarships http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html. The CSE creates and manages them. The University often partners with nonprofit organizations to promote scholarship programs. These scholarships are available to potential students, current students or alumni.

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

External Scholarships

Private outside entities fund external scholarships http://www.phoenix.edu/tuition_and_financial_options/scholarships/external-scholarships.html. Many are available to University of Phoenix students and the general population. Depending on the external scholarship requirements, student eligibility may be need-based, merit-based or credit-based. The Center for Scholarship Excellence (CSE) evaluates external scholarship programs, determine applicability to the University student populations, and communicates these opportunities to students and campuses.

Private Student Loans

Private student loans may be available to both students and parents who are not eligible for federal financial aid or who need assistance beyond their financial aid eligibility. These loans are made privately through lenders and other financial institutions and are subject to a credit review and individual lender terms and conditions. Eligibility is determined by the lender and amounts are limited to the cost of education minus other aid. These loans are not subsidized or guaranteed by the federal government. The University recommends private loans only be considered after applying for federal financial aid.

To assist with finding the right lender for a private loan, visit the Student Lending Analytics website, http://www.studentlendinganalytics.com/alternative_loan_options.html. Student Lending Analytics has developed a list of private loan options to serve schools and their students who need a focused resource for help in finding a private student loan. A student may choose any eligible lender; the University will process the request accordingly. Contact the lender for specific terms and conditions.

Application Process

The following documentation is required:

- MyApply® application process at <https://myapply.phoenix.edu/Apply/Login.aspx>
- Student Financial Agreement Form
- Authorization to Apply to Future Charges form if, and only if, a student chooses this option

Admissions and program requirements vary by state. Please refer to the Academic Catalog (<http://www.phoenix.edu/programs/degree-programs/academic-catalog.html>) for state and/or program specific information.

Federal Financial Aid Application Process

A student can apply for federal financial aid (http://www.phoenix.edu/tuition_and_financial_options/apply_online.html) (http://www.phoenix.edu/tuition_and_financial_options/financial_options/federal_financial_aid.html) after submitting an application for admission to the local campus or via MyApply® and registering for courses in an eligible degree program. During the application process, the following forms may be completed for federal financial aid grants and loans:

- Current award year Free Application for Federal Student Aid (FAFSA®)
- University of Phoenix Financial Aid Application
- Federal Stafford Direct Loan Master Promissory Note (MPN)
- Entrance Counseling

The average processing time for financial aid awards is 90 days. The University highly recommends using the online financial aid application process at <https://faw.phoenix.edu/>. This access allows a student to complete and electronically sign required financial aid documents, including the FAFSA® and MPN.

Students interested in utilizing financial aid programs should complete all required application materials each academic year. An academic year is defined as the period of time a student successfully completes a minimum of 24 credit hours and 30 weeks of instructional time. A student should reapply for financial aid prior to the start of each new academic year.

Financial Aid Reapplication Process

The University notifies students when new award year paperwork is required, provided the student is considered enrolled. Returning students may be proactive and submit completed paperwork.

Verification

A federal financial aid student may be chosen to participate in the verification process by the U.S. Department of Education Central Processing System. The Central Processing System prints an asterisk next to the expected family contribution (EFC) on the Institutional Student Information Report (ISIR), 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. Federal regulations require verification be completed. Verification is not required to be completed in cases where the student is awarded only non need-based aid such as unsubsidized Stafford Direct loans and PLUS loans.

If a student is selected for verification, the University will request the student to provide all applicable IRS issued federal tax return transcript(s) and the verification worksheet. Additional documents may be required by the University to complete the verification process. A student will receive written notification from the University of verification requirements and the timelines for completion of the process.

Failure to comply with request for verification documents can result in the inactivation of the federal financial aid application.

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. 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. A student should contact a finance advisor if interested in submitting a professional judgment request.

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

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) for Federal Financial Aid

Financial aid satisfactory academic progress (SAP) is based on federal regulations and is intended to provide early intervention for students facing academic challenges and help students successfully complete their program of study.

Grade Point Average (GPA)	A cumulative program GPA is calculated using only grades earned at the University for the student's primary program of study.
Pace of Completion (Pace)	Students must earn at least 67 percent of the credit hours attempted toward completion of the primary program of study. Credit hours taken at other institutions and accepted toward students' primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion. The pace of completion is calculated using the following formula: Cumulative number of credit hours successfully completed Cumulative number of credit hours the student attempted
Maximum Time Frame	The maximum timeframe to complete the program cannot exceed 150 percent of the published length of a program, measured in credit hours attempted, for undergraduate and graduate students. Progress is evaluated cumulatively for students' primary program of study, at the end of each completed payment period.

Evaluation

The University evaluates SAP for the student's primary program of study, based on a completed payment period (generally, at least 12 credit hours and 15 weeks of instruction). As a result of the evaluation, a student is assigned a SAP status.

Regular (RG)	Students meeting all three of the financial aid SAP components defined above have regular (RG) financial aid status and are eligible for federal financial aid.
Financial Aid Warning (FW)	Students who are on a regular (RG) status and, at the end of the next payment period, do not meet all three of the financial aid SAP components defined above, are automatically placed on financial aid warning (FW) status. The University will disburse federal financial aid funds to students with an FW status for one payment period.

Addendum

Financial Aid Disqualification (FD)	Students on financial aid warning (FW) status who do not meet all three of the financial aid SAP components (defined above) at the end of the next completed payment period, are not eligible for additional federal financial aid and will be placed on financial aid disqualification (FD) status. Students placed on FD status are not eligible for federal financial aid but may be eligible to appeal this status for consideration of significant extenuating circumstances.
Financial Aid Probation (FP)	Students who successfully appeal an FD status are placed on financial aid probation (FP) status. The University will disburse federal financial aid funds to students with an FP status for one probationary payment period, provided all other eligibility requirements are met.

Reestablishing Federal Satisfactory Academic Progress

Students on a financial aid warning (FW) status can retain eligibility without filing an appeal by meeting all three of the financial aid SAP components defined above by the end of the FW payment period.

Students who reach a financial aid disqualification (FD) status can change their status only through the financial aid SAP appeal process. Students may not regain eligibility for federal financial aid by merely paying for courses or sitting out for an increment.

Federal Satisfactory Academic Progress Appeals

Students placed on financial aid disqualification (FD) status may appeal the disqualification to regain eligibility for federal financial aid, if there are extenuating circumstances. Through the financial aid SAP appeal process, federal financial aid reinstatement may be possible if the appeal is approved and the student is placed on financial aid probation (FP) status.

Status	What to do
Financial Aid Disqualification (FD)	<p>**It is highly recommended students contact their finance advisor prior to submitting an appeal. The finance advisor will be able to answer questions and provide specific timeframes for SAP appeals **</p> <p>Submit an appeal packet, along with supporting documentation directly to the Professional Judgment fax line at 877.290.8683. The packet must include:</p> <ul style="list-style-type: none"> • Professional Judgment SAP appeal template, hand signed and dated. (The SAP appeal template can be found at http://www.faw/phoenix.edu/ or by contacting your finance advisor.) • A detailed explanation and timeline corresponding to courses in which SAP standards were not met and how the situation has been resolved. • Supporting documents for all issues mentioned in statement. • Provide a statement explaining, in detail, the steps that will be taken and resources that will be used to ensure remaining courses are successfully completed. <p><i>Approval and/or reinstatement of financial aid eligibility is not guaranteed.</i></p>

The Professional Judgment Team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the Professional Judgment Team are final.

The University allows students to have a maximum of two approved appeals during enrollment at the University. The appeals cannot be consecutive and will only be considered if extenuating circumstances exist. Some examples of extenuating circumstances are death of a relative, an injury or illness of the student, or other special circumstances.

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

Cost of Attendance Policy

A student's cost of attendance (COA) is established solely for use in calculating federal financial aid eligibility and awarding financial aid, for a specific period of enrollment. The University reviews and, if necessary, updates each component annually, referencing the College Board website at <http://professionals.collegeboard.com/higher-ed>, the National Retail Federation Survey, and actual institutional data. The University uses estimated monthly living expenses, and an average cost of tuition, electronic course materials, and books*. Amounts used in this year's federal cost of attendance (COA) are as follows:

		Bachelor's	Graduate
Tuition	\$ 9,120	\$ 10,992	\$ 14,088
Electronic Course Materials & Books	\$ 720	\$ 760	\$ 924
Living Expenses*	\$ 9,865	\$ 13,192	\$ 16,280
Academic Year COA	\$ 19,705	\$ 24,944	\$ 31,292

* Other expenses include allowances for room and board, transportation, loan fees and miscellaneous educational expenses.

Tuition	\$ 9,120	\$ 12,600	\$ 16,152	\$ 19,440
Electronic Course Materials & Books	\$ 720	\$ 760	\$ 924	\$ 996
Living Expenses*	\$ 9,865	\$ 13,192	\$ 16,280	\$ 13,604
Academic Year COA	\$ 19,705	\$ 24,324	\$ 30,680	\$ 34,040

* Other expenses include allowances for room and board, transportation, loan fees and miscellaneous educational expenses.

For more detailed information regarding actual tuition fees for programs and locations visit http://www.phoenix.edu/tuition_and_financial_options/tuition_and_fees.html or contact a finance advisor.

The academic year cost of attendance is based on the following:

- Nine months for Associate degree-seeking students
- Ten months for Bachelor's degree-seeking students
- Twelve months for Graduate students
- Twelve months for Doctorate students

If a student's period of enrollment is less than a full academic year, the COA will be adjusted to match the number of months in the remaining period of enrollment. The COA will not increase due to the student failing or withdrawing from one or more courses in the academic year.

The University COA is comprised of the following components:

Tuition

Average tuition rates are updated annually for all online and local campuses. The tuition expense used for the COA is an average based on modality and degree level. The University documents how averages are calculated and makes this information available upon request. If a student's period of enrollment is less than a full academic year, the tuition will be adjusted to match the number of months in the remaining period of enrollment.

Electronic Course Materials and Books

The University charges a flat fee for each enrolled course.

Living Expense

- Room and board allowance
- Transportation (excluding Online students)
- Loan Fees
- Miscellaneous expenses

The monthly living expense component is based on the lower living expense amount published annually by the College Board (<http://professionals.collegeboard.com/higher-ed>); and used for students of all regions and states. The University calculates an average loan fee by performing separate calculations for undergraduate and graduate students. The monthly living expense is then multiplied by the number of months in the academic year/loan period. Students receiving military housing assistance will have a reduction in the living expenses based on the amount of the assistance. If a student's period of enrollment is less than a full academic year, the living expense component will be adjusted to match the number of months in the remaining period of enrollment.

Tribal Budget

The University prepares a separate tribal budget for students who receive tribal funding. The tribal budget consists of actual tuition rates and may include a child or dependent care average obtained from the National Association of Childcare Resource & Referral Agency (NACCRRRA). The University averages the weekly and hourly cost of each childcare type for each state.

Leave of Absence

Leave of Absence for Federal Financial Aid

A leave of absence (LOA) is a temporary interruption in a student's program of study, whether necessitated by a planned or an unanticipated event or circumstance. An approved LOA is not required if a student is not in attendance only for a scheduled institutional break. However, a scheduled break may occur during an approved LOA.

An LOA must meet certain conditions to be approved. An LOA may be approved if the University determines that the LOA Request meets all requirements and conditions of the University policy and federal regulations (34 CFR 668.22(d)), including that there exists a reasonable expectation the student will return to the University at the end of the LOA period. Students must follow this LOA Policy when requesting the LOA. If an LOA does not meet the requirements and conditions of University policy and applicable federal regulations, the student may be withdrawn from the University in accordance with the University Withdrawal Policy. Upon withdrawal, the University is required to perform a Return of Title IV (R2T4) Calculation.

Addendum

Generally, the student must submit an LOA request and any supporting documentation on or before the start of the LOA. However, if unforeseen circumstances prevent the student from providing a prior written request for the LOA, the University may grant the LOA request, if appropriate.

Required Documentation

- Leave of Absence Request Form: Provide to the campus finance advisor a completed, signed, and dated LOA Request Form on or before the start of the requested LOA. The LOA Request Form is available for download from the Financial Aid Website (FAW) at, <https://faw.phoenix.edu/>
- Written Request: Provide to the campus finance advisor a written, signed, and dated request, on or before the start of the requested LOA, including the reason for the LOA.
- Unofficial Withdrawal: If a student is out of attendance due to an unforeseen circumstance and considered an unofficial withdrawal and the campus can document the reason and decision for the LOA prior to the return calculation being performed, the student will be placed on an approved LOA. However, if the student is an unofficial withdrawal and the campus does not document the reason prior the calculation being performed, the student will be considered an unofficial withdrawal.

LOA Components

- Length: Length of an LOA is the number of days between the LOA start date and the LOA reentry date. The first day of the initial LOA is used when determining the start date for the 12-month period. If a student is granted an LOA due to unforeseen circumstances, the beginning date of the approved LOA is the first date the student was unable to attend class because of the unforeseen circumstance.
- Extension: The student may request an LOA extension if the request is made before the scheduled reentry date. An extension request must be written, signed and dated and provided to the campus finance advisor on or before the scheduled reentry date. The student must demonstrate good cause for an LOA extension. Student Financial Services - Operations will make the final determination on any LOA extension request.
- Disbursements: The University may disburse Pell, IASG, FSEOG and Perkins loan funds to a student on an LOA. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

LOA Components

- Coursework: The University will allow students returning from an LOA to complete coursework started prior to the LOA with no additional charges.

Failure to Return

A student who is granted an approved LOA remains in an in-school status for federal financial aid repayment purposes. However, if a student on an approved LOA fails to return, the University must report the student's change in enrollment status to loan holders as of the withdrawal date.

A possible consequence of not returning from an LOA is that the grace period for a federal financial aid loan program might be exhausted in whole or in part. Therefore, before the University will grant an LOA for a student who is receiving federal financial aid, the student must acknowledge possible consequences for failure to return at the end of an LOA, including the possible exhaustion of all or part of the student's grace period.

Financial Aid Awarding

For students who have a completed all required financial aid application materials, the University will evaluate student eligibility for federal, state, and institutional aid programs.

If a student is eligible, Student Financial Services - Operations calculates an estimated financial aid award and provides notification to the student. The notification includes eligibility information for each financial aid program awarded, as well as the amount and anticipated disbursement dates. This notification may be electronic. Generally, financial aid awards are divided into two payment periods; 12 credits each. Payment periods are based on individual course schedules and follow academic year requirements.

Federal Pell Grant eligibility for an undergraduate student is estimated before originating a subsidized or unsubsidized Direct Loan. In addition, an unsubsidized Direct Loan is not originated without first determining the need for a subsidized Direct Loan. However, if the amount of the subsidized Direct Loan is \$200 or less and the amount can be included as part of an unsubsidized Direct Loan, the University is not required to originate a separate subsidized loan.

For a dependent student, the University may originate and disburse Parent PLUS funds without determining federal Pell Grant and subsidized Direct Loan eligibility. For a graduate student, the University must determine graduate/professional maximum unsubsidized Direct Loan eligibility before originating a Grad PLUS loan.

Federal Supplemental Educational Opportunity Grant (FSEOG) eligibility for undergraduate students is determined by the expected family contribution (EFC) for the current award year. Awards are made beginning with the lowest EFC until program funds are obligated.

Federal Perkins loan eligibility for undergraduate and graduate students is determined by the expected family contribution (EFC) for the current award year. Awards are made beginning with the lowest EFC until program funds are obligated.

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.

Schedule Requirements

An academic year is defined as a minimum of 24 credits and 30 weeks of instructional time. The academic year begins with the first eligible course of a degree program and ends when a student successfully completes 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 requirement are met. A week of instructional time includes at least one academic related activity for federal financial aid.

Students who overlap courses more than twice within an academic year, or Associate degree students who take more than two courses concurrently, may need to complete more than 24 credits to complete

30 weeks of instructional time. In addition, 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. Due to overlapping courses, there will be more credit hours included in the academic year and federal financial aid may not completely cover the cost of attendance and related charges.

Federal regulations prohibit payment for auditing a course or payment for any course an assigned grade is not used in computing requirements for graduation. This includes repeats of grades D or better, unless a higher grade is required, withdrawals and courses that are not applicable to the declared degree objective. This does not apply to repeats of required courses that a student has failed.

Financial Aid Disbursements

Federal Aid Funds

Provided the student has met all eligibility requirements, a student may be eligible to receive the first disbursement of federal financial aid funds at the start of the program or academic year. The student becomes eligible to receive a disbursement of federal financial aid funds for the second payment period when the student successfully completes one-half of the weeks of instructional time and one-half the credit hours in the academic year.

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

Financial Aid Disbursements		
Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Stafford Direct First-time, first-year Borrower	30 days after academic year or program start date	Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the 2nd payment period

Financial Aid Disbursements		
Federal Loans	First Disbursement Eligibility	Second Disbursement Eligibility
Stafford Direct Subsequent Borrower	10 days from the academic year start date or 10 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the 2nd payment period
Parent PLUS	10 days from the academic year start date or 10 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the 2nd payment period
Grad PLUS	10 days from the academic year start date or 10 days from date of certification if the academic year start date is in the past	Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the 2nd payment period
Perkins Loan	10 days from the academic year start date. If the academic year start date is in the past, disbursement is 10 days from date of certification or July 1 of the current award year, whichever is later.	Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the 2nd payment period

Federal Grants	First Disbursement Eligibility	Second Disbursement Eligibility
Pell Grant	10 days from the academic year start date* or 10 days from date of certification if the academic year start date is in the past <i>made until July 1, 2012, regardless of when the academic year starts.</i>	Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the 2nd payment period*. <i>*Pell Grant disbursement for the current award year cannot be made until July 1, 2012, regardless of when the academic year starts.</i>
FSEOG	10 days from the academic year start date* or 10 days from date of certification if the academic year start date is in the past <i>*FSEOG disbursement for the current award year cannot be made until July 1, 2012, regardless of when the academic year starts.</i>	Successfully completes ½ weeks and credits in academic year or program and has posted attendance for the 2nd payment period*. <i>*FSEOG disbursement for the current award year cannot be made until July 1, 2012, regardless of when the academic year starts.</i>

State Grants	First Disbursement Eligibility	Second Disbursement Eligibility
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*Varies
Dependent on individual state requirements*

State Grants	First Disbursement Eligibility	Second Disbursement Eligibility
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*Varies
Dependent on individual state requirements*

Application of Funds

Federal financial aid and/or state assistance funds are retained at the time of disbursement to pay allowable academic year or payment period charges owed to the University. Allowable charges are defined as tuition (including Independent Study and state sales tax) and electronic course material.

Federal Financial Aid funds may only be used to pay for costs the student incurs for the period for which the federal financial aid funds are provided. However, the University may use current-year federal financial aid funds to satisfy prior award year allowable charges for a total of not more than \$200.

Authorization to Apply Federal Financial Aid Funds

If a student authorized the University through completion of the Authorization to Apply to Future Charges form, the University also retains federal financial aid funds for unpaid estimated future charges owed to the University for the payment period. Future charges are defined as allowable charges that have not been posted to the student account.

The University will not require or coerce the authorization. If the student or parent chooses to cancel or modify the authorization, the cancellation or modification is not retroactive. Funds retained for incurred allowable charges and prior year charges prior to the University receiving the authorized cancellation will remain on account. If cancellation or modifications have been requested, subsequent disbursements will be processed according to most recent authorization.

In addition, any excess funds formerly authorized to be retained by the University for estimated future charges will be sent to the student or parent borrower 14 days after the University receives the cancellation or modification.

There are three options to notify the University regarding Authorization to Apply to Future Charges form:

1. Initial notification
 - The student is prompted to answer authorization to apply funds questions when completing the financial aid application process on the Financial Aid Website.
 - When a student signs and submits the Authorization to Apply to Future Charges form, they no longer have access to make corrections.
2. Update/Change Authorization to Apply to Future Charges
 - If student or parent wants to update or change the original authorization to apply funds, they may submit an updated Authorization to Apply to Future Charges form at any time. This form is available for print from the Financial Aid website.
 - Student or parent completes and faxes form to finance advisor for processing.
 - When an update is submitted, it is only in effect for future disbursements and the authorizations are not retroactive.
3. Signed statement
 - The University will accept a signed statement from a student or parent outlining any changes to the Authorization to Apply to Future Charges form at any time.
 - Student Financial Services - Operations (SFS-O) processes the request accordingly.
 - When an update is submitted, it is only in effect for future disbursements and authorizations are not retroactive.

Notwithstanding any authorizations obtained from the student or parent, the University must pay any remaining federal financial aid funds to the student (or in the case of a PLUS loan, the parent or student if authorized by the parent) on or before the end of the academic year or loan period as appropriate.

Disbursement for Books and Supplies

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. The student will be provided with the lesser of the presumed credit balance or amount needed for the books as determined by the University by the 7th day of the payment period. This will be provided to the student in the form of a book voucher.

The credit balance will be provided as a book voucher. Students receiving funds through this method do not need to provide written authorization and may opt out of receiving a book voucher. If a student opts out of receiving the voucher, the credit balance will be sent to them approximately two weeks after all federal financial aid funds have been disbursed.

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. The student or parent must submit a signed and dated statement or complete a Financial Aid Change form, located on the financial aid website (FAW) at <https://faw.phoenix.edu/>.

The University may return the loan funds, cancel the loan, or both, provided the cancellation request is received within the required timeframes. If the University receives a student or parent request for cancellation after these dates, the University may, but is not required to, honor the request. Regardless of when the request is received, the University informs the student or parent in writing of the outcome of the request.

When processing a loan cancellation request, the University must return the funds (if received) and/or cancel the loan, or both as appropriate. The University is not responsible for returning any portion of a loan that was disbursed to a student or parent directly before the request for cancellation was received.

State

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.

Attendance

Class Attendance

Attendance at class meetings is required. Students are responsible for scheduling and planning ahead for any absences that may occur during a course to the extent possible.

Local Campus: Most local campus classes meet four (4) hours per week. Students are in attendance at the local campus workshops if they physically attend the local campus workshop meeting at any time during the scheduled class and sign the attendance roster.

Attendance at the scheduled campus class meetings is mandatory.

Directed Study: Attendance in Directed Study courses is tracked in the same manner for both the local campus and online modalities. A Directed Study student receives automatic attendance for a class week if she or he posts one (1) message to any of the course forums during the scheduled class week. Deadlines for attendance are based on Mountain Standard Time.

FlexNet®: 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 online class weeks if they post to any of the class forums on two separate days based on Mountain Standard Time within the online class week. Attendance for the online weeks of a FlexNet® course is tracked automatically. Attendance is mandatory in all University courses; however, circumstances do occasionally arise which prevent a student from attending class. The University's unexcused absence policy allows unexcused absence(s) to be granted based on the number of workshops within a course (refer to the chart below). An unexcused absence may affect the final course grade due to the missed opportunity to earn participation points.

Unexcused absences will result in an automatic withdrawal (W) grade if students miss more than the maximum allowed absences.

Refer to the chart below:

# of workshops	Allowed Absences	Absences resulting in withdrawal (W) grade
1-4	0	1
5-9	1	2
Associate	2	3
10-50+	2	3

Faculty requests for a withdrawal/failing (WF) grade will be approved for extenuating circumstances only and will be administered by the Registrar's Office. Requests should be submitted to the Registrar's Office by sending the approved Official Grade/Attendance Change Form.

Academically Related Activities

To maintain continuous attendance and financial aid eligibility, the following activities that occur on or after the course start date and on or before the course end date will be considered academic related activities. Academic related activities (ARAs) determine a student's enrollment status with the University. Students can maintain continuous enrollment by ensuring no more than 14 days elapse between posting attendance at an academic related activity.

For Online/Directed Study Students:

- All OLS Postings in a course (includes discussions, assignments, and quizzes, learning team activities)

For Local Campus Students:

- Physical Attendance; verified by a signed attendance roster
- Assignments posted via the assignment link
- Learning Team Acknowledgements via assignment link

For Local Campus Students:

- Physical Attendance: verified by a signed attendance roster
- Assignments posted via the assignment link
- Learning Team Acknowledgements via assignment link

Addendum

For Local Campus students in FlexNet® Courses:

- Online Learning System (OLS) posts occurring during Online workshop week will be counted as an academic related activity

Financial Options and Policies**Finance Options**

The Financial Options Guide can be viewed at <http://cdn-static.phoenix.edu/content/dam/altcloud/tuition/financial-options-guide.pdf>

Cash Plan

The Cash Plan requires all tuition and electronic course materials fees to be paid in full prior to the start of each course. For more information, please visit http://www.phoenix.edu/tuition_and_financial_options/financial_options/cash_plan.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 in an eligible degree or a certificate program. To learn more, please visit http://www.phoenix.edu/tuition_and_financial_options/financial_options/federal_financial_aid.html

Military or Government Billing Plan

Under the Military or Government Billing Plan, University of Phoenix directly bills the military or other government agency for a student's tuition. For more information, please visit http://www.phoenix.edu/colleges_divisions/military/military-financial-options.html

Third-Party Billing Plan

Under the Third-Party Billing Plan, University of Phoenix directly bills an approved employer for a student's tuition. To learn more, please visit http://www.phoenix.edu/tuition_and_financial_options/financial_options/third_party_billing.html

Tuition Deferral Plan

The Tuition Deferral Plan is available for students whose employers offer to repay some or all of their employees' tuition. The plan is also available to students receiving benefits from the U.S. Department of Veterans Affairs or U.S. Department of Defense. For more information, please visit http://www.phoenix.edu/tuition_and_financial_options/financial_options/tuition-deferral-plan.html

Supplemental Funding**Private Student Loans**

Private student loans are credit-based funding source provided by outside, nonfederal lenders to pay for the cost of attendance not covered by any other financial aid. To learn more, please visit http://www.phoenix.edu/tuition_and_financial_options/financial_options/private-student-loans.html

Tribal Funding

Several American Indian tribal nations provide funding for the tuition of a student who is a recognized member. For more information, please visit https://www.phoenix.edu/tuition_and_financial_options/financial_options.html

Financial Policies**Changing Financial Plans**

The student can change his or her finance plan if the student is in compliance with his or her current finance plan. To change a plan, the student must contact a finance advisor and complete necessary documents. All changes must be approved by University of Phoenix to become effective.

Meeting Financial Plan Obligations

Students who primarily attend a physical University of Phoenix campus are subject to financial 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 and conditions outlined in the primary financial option selected on the Student Financial Agreement form. Students who do not comply with the primary financial option term will not be allowed to attend classes. Students are required to clear any indebtedness to the University 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, unless prohibited by law, are nonrefundable. The student who drops a course will be granted access to the electronic course materials for that course if retaken within six months 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. Please contact a finance advisor for the most updated list of states requiring this tax.

Tuition Credit Policy

The student may request a tuition credit from University of Phoenix when he or she drops a course due to extenuating circumstances. In a 12-month period, credit for no more than two single courses for a bachelor or higher degree, or credit for no more than two blocks in an associate degree program may be applied. The credit is non-transferable to other students and may be used at any University of Phoenix campus.

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. Finance advisors 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:

Apollo Group/Corporate Processing
P.O. Box 29887
Phoenix, AZ 85038-9887

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 to 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.

Veterans Educational Benefits

Students who are entitled to U.S. Department of Veterans Affairs (DVA) 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 DVA education benefits. Applications for veteran education benefits should be sent to a local campus-certifying official for submission to the DVA.

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.

DVA education benefit eligibility and payment rates vary depending on each individual's military history and educational program being pursued. Only the DVA can determine eligibility of DVA education applications. For information, a student should contact a DVA representative, toll free at 1.888.GI.BILL.1 (888.442.4551) or review <http://www.gibill.va.gov>

Students receiving Chapter 30, 32, 33, 35, 1606 and 1607 benefits while attending University of Phoenix

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 DVA education advanced payment program.

More information about veterans' benefits can be reviewed at http://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 (DVA) prior to the start of week 25 of enrollment. The DVA may not always pay DVA education benefits after week 24 if the DVA records indicate the student has a large amount of transfer credits.

Please ensure all prior education transcripts, DD-295, DD-214, Army/American Council on Education

Registry Transcript System (AARTS), Coast Guard institute transcripts, and Sailor/Marine/American

Council on Education Registry transcripts 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.

DVA Standard of Academic Progress Requirements

To receive DVA 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 shall occur when a grade point average (GPA) falls below acceptable levels. Undergraduate degree- and certificate-seeking students must maintain a program GPA of 2.0. Graduate and doctoral students must maintain a program GPA of 3.0. Probation lasts for a period of four consecutive courses. Any coursework taken concurrently will be applied to the three-consecutive-course period. Veteran students will continue to receive DVA education benefits during the probation period. The veteran will be informed of the probation, and a notation to the student DVA 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 DVA educational benefits after disqualification. The DVA 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 DVA education benefits will also be necessary to re-establish benefits with University of Phoenix.

Military Tuition Assistance

To obtain federal military tuition assistance, visit the education office to receive college counseling and develop an education plan. From that point, a student can submit a military tuition assistance request http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html

A student can currently receive 100 percent of federal tuition assistance from military service, with a \$250 cap per semester hour, and a \$4,500 annual limit.

If a student wants to apply for military tuition assistance, a student will need to submit a completed authorization form to a Military Advisor at least two weeks before a course start date.

DVA Tuition Assistance Top-Up Benefit

Active duty students who request to use the Tuition Assistance Top-Up (TATU) benefit program should direct all questions or concerns to the DVA at 1.888.GI.BILL.1 (1.888.442.4551) or online at <http://www.gibill.va.gov/> University of Phoenix VA certifying official is not involved in the processing of any TATU request.

For more information about VA Tuition Assistance and financial options, go to http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html

Readmission of Servicemembers

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

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

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

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

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

A student's eligibility for readmission under this section by reason of such student's service in the uniformed services 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, OR
- A dismissal of such person permitted under section 1161(a) of Title 10, USC, OR
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC,

http://usc.house.gov/download/title_10.shtml

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

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

State and International Licensures

University of Phoenix is approved to operate in most U.S. states, territories and possessions, either through licensure, registration, general or specific approvals or annual extension of exemption.

- Alabama Commission on Higher Education
- Alaska Commission on Postsecondary Education
- Arizona State Board for Private Postsecondary Education
- Arkansas Department of Higher Education
- State of California
- Colorado Department of Higher Education, Commission on Higher Education
- Department of Higher Education, State of Connecticut
- Delaware Department of Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- State of Hawaii, Office of the Governor
- Idaho State Board of Education
- Illinois Board of Higher Education
- State of Indiana Commission on Proprietary Education (COPE)
- Iowa College Student Aid Commission
- Kansas Board of Regents
- Kentucky Council on Postsecondary Education
- State of Louisiana Board of Regents
- Maryland Higher Education Commission
- Commonwealth of Massachusetts Board of Higher Education
- State of Michigan Department of Education, Postsecondary Services
- Minnesota Office of Higher Education
- Mississippi Commission on College Accreditation
- State of Missouri Coordinating Board of Higher Education
- Montana Office of the Commissioner of Higher Education
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada State Commission on Postsecondary Education
- New Jersey Commission on Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Ohio Board of Regents
- Oklahoma State Regents for Higher Education
- Oregon Office of Degree Authorization
- Commonwealth of Pennsylvania Department of Education
- Consejo de Educación Superior de Puerto Rico/Puerto Rico Council on Higher Education
- South Carolina Commission on Higher Education
- South Dakota Board of Regents
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah System of Higher Education State Board of Regents

- The State Council of Higher Education for Virginia
- State of Washington Higher Education Coordinating Board
- State of Wisconsin Educational Approval Board
- Wyoming Department of Education

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

Regional Accreditation

University of Phoenix is regionally accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (HLC/NCA).

HLC/NCA

230 S. LaSalle Street, Suite 7-500

Chicago IL 60604-1413

Phone: (312) 263-0456 | (800) 621-7440 | Fax: 312-263-7462

<http://www.ncahlc.org>

Program Accreditation

University of Phoenix is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer business degrees in Associate of Arts in Business Foundations, Associate of Arts in Accounting, Bachelor of Science in Business, Master of Business Administration, Master of Management, Doctor of Business Administration, and Doctor of Management.

ACBSP

11520 W. 119th St.

Overland Park, KS 66213

(913) 339-9356

<http://www.acbsp.org>

The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

CCNE

One Dupont Circle, NW, Suite 530

Washington, DC 20036

(202) 887-6791

<http://www.aacn.nche.edu/accreditation/>

College of Education/Education Programs

The Master of Arts in Education program with options in Elementary Teacher Education and Secondary Teacher Education has been approved for initial accreditation by the Teacher Education Accreditation Council (TEAC) for a period of five years, from December 20, 2007 to December 20, 2012.

TEAC

One Dupont Circle NW, Suite 320

Washington, DC 20036-0110

(202) 466-7236

<http://www.teac.org>

In addition, the College of Education has approval for education programs through the following state agencies:

- Arizona Department of Education
- California Commission on Teacher Credentialing (CTC)
- Colorado Department of Education (CDE)
- Hawaii Teacher Standards Board (HTSB)
- Idaho State Department of Education
- Indiana Department of Education (IDOE)

- Missouri Department of Elementary and Secondary Education
- New Mexico Public Education Department (NMPED)
- Nevada Department of Education (NDE)
- Oregon Teacher Standards and Practices Commission
- Puerto Rico Department of Education
- Texas Education Agency (TEA)
- Utah State Office of Education (UTOE)

(Programs vary by state. Not all programs are approved in all states.)

College of Social Sciences Programs

The Master of Science in Counseling Program with a specialization in Community Counseling (Phoenix and Southern AZ campuses) and the Master of Science in Counseling Program in Mental Health Counseling (UT campus) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

Phone: (703) 535-5990

<http://www.cacrep.org>

Additional Information

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

To obtain a copy of University accreditation and license documents, or information on how to contact any of the agencies that regulate the University, contact the Apollo Legal Department at 602.557.8232.

Complaint Information

Students have the right to file a complaint with the appropriate state approval/licensing entities, and/or the institution's regional accrediting agency. However, prior to filing a complaint with an outside agency, we request that students exhaust all avenues of complaint internally within the University. Please see the section entitled Dispute Resolution Policy and Procedure for additional information.

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 Campus. 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, criminal justice and security, human services, nursing and health care, social and behavioral sciences, natural sciences, the humanities 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 online academic catalog at <https://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 quality improvement in relation to its academic programs. This strategy is implemented through assessment programs designed to measure student learning at various levels within the University. Multiple types of assessment are utilized to create as comprehensive a picture as possible of the strengths and potential challenges to student learning. Resulting data can be used to improve academic programs and enhance the overall academic experience.

During each fiscal year from September 1 to August 31, the colleges and schools within the University follow pre-established plans to conduct programmatic assessment. Plan progress is monitored quarterly through the fiscal year. The process for assessment of academic programs uses the following four phases:

1. Assessment Planning
2. Collecting Evidence and Analyzing Data
3. Implementing Improvement
4. Monitoring Effectiveness of Improvements

By utilizing this assessment process, the colleges and schools are able to evaluate academic programs, identify areas for potential change, modify assessment plans as needed, communicate changes in academic programs to faculty and students, and pursue continuous quality improvement.

Students or potential students may obtain a copy of the improvement plan for a specific program by contacting

University of Phoenix Office of Academic Administration
1625 W. Fountainhead Parkway
Mail Stop: AA-S402
Tempe, AZ 85282
800.366.9699

Disability Services

University of Phoenix recognizes and accepts its obligations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to otherwise qualified disabled students in all University programs and activities. The University of Phoenix Disability Services Office provides services to students with appropriate documentation for temporary health issues or a permanent disability.

Students with a temporary or permanent disability seeking disability services from the University have the responsibility to both self-disclose and request accommodation through the campus disability services advisor. Communication with faculty or other staff members does not constitute self-disclosure or an accommodation request. Confirmation through documentation from a health care provider is required prior to accommodations being determined and fulfilled.

Obtain Information

The campus disability services advisor is responsible for managing the accommodation process, including any negotiations regarding services, and finalizing appropriate student accommodations. Additional information and a list of campus disability services advisors are located at <http://www.phoenix.edu/students/disability-services.html>

General Contact Information

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

Central Administration

1625 West Fountainhead Pkwy
Mail Stop: CF-SX03
Tempe, AZ 85282-2371
(800) 366-9699

Online Campus

University of Phoenix
3157 E. Elwood St
Mail Stop: CF-B105
Phoenix, AZ 85034
866.766.0766

University Services Support Center

4025 S. Riverpoint Parkway
Mail Stop: CF-L503
Phoenix, AZ 85040
800.866.3919
480.446.4600
Fax: 480.303.5832

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

Faculty

University faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, human services professionals and leaders in other professional areas who also possess advanced degrees. A list of faculty may be obtained at each local campus. To find a local campus, go to <http://www.phoenix.edu/campus-locations.html>

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

Credit Transfer

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

Articulation Agreements

A list of institutions University of Phoenix has established articulation agreements can be viewed at www.phoenix.edu/admissions/transfer_information/articulation.html

Corporate Articulations

A list of corporations that University of Phoenix has established articulation agreements can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer_credit.html

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with partnering institutions. With a Reverse Transfer Agreement in place, University of Phoenix will notify the partner transfer institution and provide directory information for students 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 their discretion.

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 only undergraduate degree- and/or certificate-seeking students who have never attended another institution of higher learning, and graduate within 150 percent of the normal time to completion. Data are collected on the number of students entering the institution as first-time, full-time (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 2005-06 cohort and the percentages of those students who graduated by August 31, 2011.

For the graduation rates, please go to http://www.phoenix.edu/about_us/regulatory/consumer-information/graduation-rates.html.

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. For the retention rates, please go to http://www.phoenix.edu/about_us/regulatory/consumer-information/retention-rates.html.

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 IPEDS. Data reported are for enrolled full-time students. For further details please go to http://www.phoenix.edu/about_us/regulatory/consumer-information/student-diversity.html.

Types of Education 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 four-year degree programs enrolled.

Approximately 17% of students who completed a bachelor's degree from University of Phoenix between July 1, 2010 to June 30, 2011 went on to enroll in a graduate or professional program at the University of Phoenix. The majority of these students enrolled in the following programs:

- Master of Business Administration
- Master of Science in Psychology
- Master of Science in Accountancy
- Master of Science in Administration of Justice and Security
- Master of Information Systems

The data is derived from the IPEDS Completions Survey (July 1, 2010 to June 30, 2011 data) and the IPEDS Fall Enrollment Survey (August 1, 2011 to October 31, 2011 data).

Forty-three percent of University of Phoenix alumni indicated they are attending, or plan to attend, graduate school.

- Of this 43%, 71% are currently pursuing a graduate degree at the University of Phoenix
- Of this 43%, 20% plan to pursue a graduate degree at the University of Phoenix

Based on responses from the Alumni Association's 2011 survey, the following represents the type of industry in which our alumni work:

Education	16%
Health Services	15%
Technology	9%
Manufacturing	6%
Federal Government	5%
State and Local Government	5%
Retail Trade (Non-Restaurant)	4%
Banking	3%
Business Services	3%
Insurance	3%
Communications or Media	3%
Finance	3%
Transportation	2%
Military	2%
Social Services	2%

Addendum

Construction	1%
Tourism/Hotels/Entertainment	1%
Real Estate	1%
Restaurant	1%
Legal	1%
Personal Services	1%

The following represents occupations of University alumni:

Other	19%
Executive, Manager, Administrator	16%
Teacher/Educator/Education Administrator	8%
Admin Support, Records/Data Processor	7%
Sales or Marketing Representative	5%
Registered Nurse/Other Nursing Professional	5%
Technician/Technologist	5%
Computer Programmer/Systems Analyst	3%
Accountant	3%
Other Health Professional	3%
Engineer/Architect	2%
Business Consultant	2%
Business Owner	2%
Psychologist, Counselor, Social Worker	2%
Protective Services (Police, Fire, Security)	2%
Military Personnel	1%
Food or Personnel Service	1%

Survey completed in 2011 between January 17 and February 11; a total of 27,416 alumni respondents.

Withdrawing From the University

Circumstances may necessitate withdrawal from the University. A student who received, or is eligible to receive federal financial aid funds provided certain criteria are met, and subsequently officially or unofficially withdraws is subject to a Return of Title IV (R2T4) Calculation as required by federal regulations.

Official Withdrawals

There are two ways students can withdraw from the University:

1. Complete the self-service Official Withdrawal automated process via the University eCampus website at <https://ecampus.phoenix.edu/portal/portal/public/login.aspx>,
2. Notify the designated campus offices of Enrollment Services, Academic Services, and Financial Services.

Withdrawal Date

The withdrawal date for official withdrawals is the last date of academic attendance or attendance at an academic related activity determined from University attendance records.

Date of Determination

The date of determination (DOD) for students who officially withdraw from the University is the latter of the student's withdrawal date or the date of notification.

Rescission of Official Withdrawal

Students who want to rescind their intent to withdraw may complete the Official Withdrawal Rescind request via the University eCampus website at <https://ecampus.phoenix.edu/portal/portal/public/login.aspx>

Students who rescind their intent to withdraw must provide an electronic or written statement to the University stating their intent to return to the University, remain in academic attendance and continue to participate in academic related activities through the end of the payment period. If the student subsequently withdraws after rescinding intent to withdraw, the withdrawal date is the latter of the date the student first provided notification to the University or the last date of academic attendance or academic related activity determined from the University's attendance records. The date of determination for students who rescind their intent to withdraw and subsequently withdraw from the University, without official notification, is no greater than 15 days after the student's official last date of academic attendance or attendance at an academic related activity.

Unofficial Withdrawals

Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals after 14 consecutive days of nonattendance at an academic related activity. If a student requests an extension of the course he/she is currently attending and his/her intent is to complete the course, the days in the extension period will not count towards the 14 days of nonattendance at an academic related activity.

Students on an institutional scheduled break of five or more consecutive days will not have the days of the break count towards the 14 consecutive days of nonattendance at an academic related activity.

Withdrawal Date

The withdrawal date for a student who ceases attendance at the University, including a student who does not return from an approved leave of absence, is the last date of academic attendance or attendance of an academic related activity determined from University attendance records. In the case of a student who has received an approved leave of absence, the University will review the student record on or after their originally approved return date. The review determines if the student reentered as scheduled, or did not reenter as scheduled and must be withdrawn for the purposes of the Return of Title IV (R2T4) calculation and deferment processing.

Date of Determination

The date of determination (DOD) for students who unofficially withdraw from the University is no greater than 15 days after the official last date of attendance or when a student fails to return from an approved leave of absence.

Administrative Withdrawals

Students who are withdrawn from the University for failure to meet admission, academic, candidacy, financial or code of conduct policies are considered administrative withdrawals.

Withdrawal Date

The withdrawal date for students who are administratively withdrawn is the last date of academic attendance or attendance at an academic related activity.

Date of Determination

The date of determination (DOD) for students who are administratively withdrawn from the University is the date the University determines the withdrawal occurred.

Return of Federal Financial Aid

Federal regulations specify how the University must calculate the amount of federal financial aid earned when a student withdraws from the University. The requirements for federal financial aid are separate from the Institutional Refund Policy and State Refund Policy.

The percentage amount of federal financial aid a student earned in a payment period is calculated as follows:

$$\frac{\text{Total Number of Calendar Days Completed in Payment Period}}{\text{Total Number of Calendar Days in Payment Period}} = \text{Percent Earned}$$

The amount of federal financial aid a student earned is determined on a rate-of-progression basis. When the student completes more than 60 percent, the student earns all the assistance scheduled for that payment period.*

Federal Financial Aid Credit Balance

If a student withdraws from the University, any federal financial aid credit balance will not be released to the student nor returned to a federal financial aid program prior to performing the Return of Title IV (R2T4) Calculation.

Upon completion of applicable refunds, any remaining federal financial aid credit balance will repay any grant overpayment owed by a student as result of the current withdrawal. Within 14 days of the date the University performs the Return of Title IV (R2T4) Calculation, the University will pay any remaining federal financial aid credit balance in one or more of the following ways:

- Pay authorized charges at the University
- Reduce federal financial aid loan debt to the student (or parent in the case of a PLUS loan) with authorization

Contact a finance advisor for more information about R2T4 requirements.

Refund Policy

Institutional

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

Students, who begin a program under Registered (R) status, pending the completion of admission file and are subsequently denied admission, are eligible for a refund of the full tuition amount of the course in which they are currently enrolled. Tuition is not refunded for any completed course. A tuition refund can be requested in writing from a local campus.

Students who withdraw from a course prior to the start date will receive a 100 percent refund for that course. Students who have completed 60 percent or less of the course are eligible for a pro rata refund.

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

Attend 1 week 80% refund due
Attend 2 week 60% refund due
Attend 3 week 40% refund due
Attend 4 week no refund due

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

Attend 1 week 83% refund due
Attend 2 week 67% refund due
Attend 3 week 50% refund due
Attend 4 week no refund due

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

Attend 1 week 89% refund due
Attend 2 week 78% refund due
Attend 3 week 67% refund due
Attend 4 week 56% refund due
Attend 5 week 44% refund due
Attend 6 week no refund due

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 in the state of **Arizona** will have tuition refunded using the University Institutional Refund Policy except 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.

California

If University of Phoenix no longer offers educational services for students in the state of **California**, prior to a student completing a course of instruction, a partial refund may be available. The student should contact:

Department of Consumer Affairs
1625 North Market Boulevard
Sacramento, CA 95834
(800) 952-5210

Addendum

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

Indiana

Indiana has established refund policies that differ from the University Institutional Refund Policy. If a student attends a class in Indiana, the Indiana state refund policy will be applied. The University must make the proper refund no later than 31 days of the request for cancellation or withdrawal.

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

- The student cancels the Enrollment Agreement within six business days after signing.
- The student does not meet the University minimum admission requirements.
- The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the University.

If the student has not visited the University prior to enrollment and, upon touring the University or attending the regularly scheduled orientation or classes, the student withdrew from the program within three days.

A student withdrawing from an instructional program after starting the instructional program at the University and attending one week or less, is entitled to a refund of 90 percent of the cost of the financial obligation, less an application or enrollment fee of 10 percent of the total tuition, not to exceed \$100.

A student withdrawing from an instructional program, after attending more than 25 percent but equal to or less than 50 percent of the duration of the instructional program, is entitled to a refund of 50 percent of the cost of the financial obligation, less an application or enrollment fee of 10 percent of the total tuition, not to exceed \$100.

A student withdrawing from an instructional program, after attending more than 50 percent but equal to or less than 60 percent of the duration of the instructional program, is entitled to a refund of 40 percent of the cost of the financial obligation, less an application or enrollment fee of 10 percent of the total tuition, not to exceed \$100.

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

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

Attend 1 week 90% refund due

Attend 2 weeks 50% refund due

Attend 3 weeks 40% refund due

Attend 4 weeks no refund due

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

Attend 1 week 90% refund due

Attend 2 weeks 50% refund due

Attend 3 weeks 50% refund due

Attend 4 weeks no refund due

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

Attend 1 week 90% refund due

Attend 2 weeks 75% refund due

Attend 3 weeks 50% refund due

Attend 4 weeks 50% refund due

Attend 5 weeks 40% refund due

Attend 6 weeks no refund due

Iowa

Students in the state of Iowa who withdraw from a course prior the start date will receive a 100 percent refund of tuition for that course. Students who withdraw from a course after the start date will receive a pro-rata refund of tuition for the course until they have attended 100 percent of the course. Refunds will be paid within 30 days of a student's official withdrawal.

Kansas or Missouri

Students in the states of Kansas or Missouri 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 if they withdraw within three business days after signing the Enrollment Agreement.
- To cancel enrollment, a student must notify the local campus in writing on or before the three-day period. After the three-day period, all fees, including applications fees, assessment fees, and book fees, are non-refundable.
- A tuition refund must be requested in writing to the student's local campus.

Kentucky

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

- A student who cancels enrollment anytime before the start of the first class session will receive a full refund of all monies paid.
- The University may retain 10 percent of the tuition agreed upon in the Enrollment Agreement or \$100, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
- Refunds will be paid within 30 days of a student's official withdrawal.

- A student who is out-of-attendance for more than 14 days is considered withdrawn.

Louisiana

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

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

Minnesota

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

Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy. To calculate the minimum refund due to the State Grant Program, the SELF Loan Program, and other aid programs (with the exception of the state Work Study Program), the Higher Education Services Office Refund Calculation Worksheet of the Minnesota State Grant manual is used.

Ohio

Students in the state of **Ohio** will have tuition refunded using the University's Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid if they withdraw within five calendar days of signing the Enrollment Agreement.
- A student who withdraws before the first class and after the five-day cancellation period is obligated for the registration fee.
- To cancel enrollment, a student must notify the local campus in writing on or before the five-day cancellation period after signing the Enrollment Agreement.
- Refunds will be paid no later than 30 days after cancellation.

Oregon

Students in the state of **Oregon** will have tuition refunded using the University Institutional Refund Policy except all fees, including application fees, assessment fees, student service fees, and book fees are non-refundable.

South Carolina

Students in the state of **South Carolina** will have tuition refunded using the University Institutional Refund Policy including the following exceptions:

- Students have a right to a full refund of all monies paid, including application and materials fees, if they withdraw within 72 hours excluding weekends and legal holidays after signing the Enrollment Agreement.
- A full refund of all monies will be made to any applicant not accepted by the University.
- After the 72-hour cancellation period, the University may retain up to a \$100 if the student does not attend a course.
- The University may retain an administrative fee up to \$100.
- Refunds will be paid within 40 days of a student's official withdrawal.

Wisconsin

Students in the state of **Wisconsin** will have tuition refunded using the University Institutional Refund Policy including the following exceptions:

- Students have the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and is entitled to a full refund of any tuition paid.
- Refunds will be paid within 30 days of a student's official withdrawal.
- 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.

The refund policy of the state where Online students reside will be used to calculate their refund amount. The refund policy of the state where Ground students attend class will be used to calculate their refund amount.

Copyright Infringement and Peer-to-Peer File Sharing Policy

Copyright Law

Copyright is a form of legal protection provided by U.S. law, Title 17 U.S.C. §512(c) (2), that 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

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: http://eff.org/IP/eff_fair_use_faq.php

Copyright Infringement

The copyright law provides the owner of copyright in a work the exclusive right to the following:

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

The copyright law states, "anyone who violates any of the exclusive rights of the copyright owner is an infringer of the copyright or right of the author."

Generally, under the law, one who engages in any of these activities without obtaining the copyright owner's permission may be liable for infringement.

Peer to Peer File Sharing

Peer-to-Peer (P2P) file sharing is a general term that describes software programs that allow computer users, utilizing the same 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 they 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 Plans to Effectively Combat Unauthorized Distribution of Copyrighted Material; 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 Use 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 Use 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 files sharing, may subject students and faculty to civil and criminal liabilities and the extent of the possible liabilities. The Consumer Information Guide, http://www.phoenix.edu/about_us/regulatory/consumer-information.html is available on the University website, is provided to potential students and employees, and is sent by email on a yearly basis to current students, faculty and employees.

Legal Sources for Online Music and Videos

The following links are online sources that provide information on legal access to copyrighted music and videos:

- EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources: <http://www.educause.edu/legalcontent>
- Motion Picture Association of America (MPAA) provides a list of legal motion picture and video sources: <http://www.mpa.org/contentprotection/get-movies-tv-shows>
- The Recording Industry Association of America (RIAA) provides a list of legal music sources: http://www.riaa.com/toolsforparents.php?content_selector=legal-music-services

The Legal Sources for online music and videos is reviewed annually by the Vice President of IT Security; the most recent review was completed in April 2012.

Digital Millennium Copyright Act Policy

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

In addition to sanctions that may be applicable under the University Student Code of Conduct Policy, the Acceptable Use of Computing Resources Policy or other policies, University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. 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 Digital Millennium Copyright Act (DMCA). The copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix, Inc.
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Parkway, CF-K612
Phoenix, AZ 85040
Email: CopyrightAgent@apollogrp.edu

If a valid DMCA notification is received, the University will respond under this process 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.

Please note that 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, you 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 your work or the work of another is protected by copyright laws.

Filing Notice of Alleged Infringement

Following is the process for filing a notification under the DMCA. 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, a student describes the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number 1 and provide detailed information reasonably sufficient to locate the infringing item; for example, provide the link to the infringing material.
- Provide a reasonably-sufficient method of contacting you: phone number, address and email address.
- If possible, please provide any information that you allow 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 the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
- The notice must be signed.

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, for 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.

Upon receiving a valid counter notification, the University will provide the person who filed the original notification with a copy of the counter notice and inform them that the material will be reinstated or access to it restored between 10 and 14 business days following receipt of the counter notice, 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.

Vaccinations and Immunizations

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

Campus Safety Policies

The University Campus Safety policies have been prepared to increase 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 Safe and Drug Free Schools and Communities Act and Clery Act. The information included relates to the following:

- Annual crime statistics
- Available counseling programs
- Crime prevention
- Drug and alcohol abuse
- Emergency Mass Notification
- Health risks
- Information related to campus safety
- Legal affects of drug and alcohol use
- Prohibited use or distribution of drugs and alcohol
- Safety and awareness

The information is intended to provide a general 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.

Please visit http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html or http://cdn.assets-phoenix.net/content/dam/altcloud/doc/about_uopx/Campus-Safety-Policies.pdf to access a PDF file of University of Phoenix Campus Safety Policies.

Campus Crime Statistics

This report is compiled in conjunction with University of Phoenix Campus Safety Policies. The following statistics are in accordance with definitions used in the Uniform Crime Reporting System of the Department of Justice and FBI, as modified by the Hate Crime Statistics Act. The data includes all crimes reported to the University of Phoenix campus security authority. If a crime has occurred and 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 their designated campus security authority and local law enforcement agency. Specific campus location statistics are available electronically at http://www.universityofphoenix.com/about_us/campus_crime_statistics.aspx or by requesting a printed copy from your local campus security authority, http://www.phoenix.edu/about_us/campus_safety/campus_safety_contact_list.html. University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at anytime without notice.

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 to provide notice of each institution of higher education in that state at which the offender is employed or is a student.

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender databases at <http://www.sexoffender.com> or <http://nsopr.gov>. You can search by city, county, or zip code. This information is collected by other agencies and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance 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.

Apollo Group, Inc., and University of Phoenix have established an emergency mass notification process that includes emergency escalation processes, mass notifications and supporting systems. These processes enable Apollo, and its subsidiary educational institutions to contact or send notices, alerts or warnings without delay to employees for Apollo, and University of Phoenix faculty, and students in an emergency, dangerous or otherwise high-risk situation at a University site.

Apollo and University of Phoenix maintain 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 Apollo programs and activities.

The Emergency Mass Notification policy applies to all officers and employees for Apollo, Apollo's U.S. based subsidiaries, faculty, and students of University of Phoenix in an emergency, dangerous or otherwise high-risk situation at a University site.

The policy can be viewed in its entirety in the Campus Safety Policies at http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html, or by requesting a printed copy from your local campus.

University of Phoenix campus security authorities assist in the safety of the University community by serving as contacts for University security issues. Contact information for all campus security authorities can be viewed at www.phoenix.edu/about_us/campus_safety/campus_safety_contact_list.html.

Drug and Alcohol Abuse Prevention Program

Drug abuse affects all aspects of American life. It threatens the workplace, our homes, our schools and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees through the Safe and Drug Free Schools and Communities Act.

All students are expected to conduct themselves as mature adults and as members of an academic community. The consumption of alcohol or drugs while attending class or meeting with campus personnel is prohibited and may be subject to disciplinary action. All drug and alcohol abuse policies, prevention and referrals can be found in the Campus Safety Policies Manual located at http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html

Standards of Conduct

The University community must adhere to a code of conduct that recognizes the unlawful manufacture, sale, delivery, unauthorized possession or use of any illicit drug is prohibited on property owned or otherwise controlled by University of Phoenix. If an individual associated with the University is apprehended for violating any drug or alcohol related law when on University property, or participating in a University activity, the University will fully support and cooperate with federal and state law enforcement agencies. Underage possession or consumption of alcoholic beverages is not permitted on property owned or controlled by the University and the state laws will be enforced.

Also, intentionally or knowingly selling, or intentionally or knowingly furnishing alcoholic beverages to persons under the age of 21, or to persons obviously inebriated, is not permitted on property owned or controlled by the University.

Federal guidelines state the grantee must certify that he or she will not engage in unlawful activities related to controlled substances during the period covered by the grant.

Federal Financial Aid Penalties for Drug Violations

Federal guidelines focus strongly on illicit drug use and distribution. The Higher Education Opportunity Act states students convicted for an illicit drug violation can be denied federal financial aid for a specific period, in addition to other legal penalties.

The Free Application for Federal Student Aid (FAFSA®) asks students if they have been convicted of a drug-related offense, "Have you ever been convicted of possessing or selling illegal drugs?" If you answer "yes," complete and submit this application, and we will send you a worksheet in the mail for you to determine if your conviction affects your eligibility for aid."

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

More information about federal penalties and sanctions is located at www.usdoj.gov/dea/agency/penalties.htm

Penalties for Drug Convictions:

If the student was convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

Possession of Illegal Drugs:

- First offense, a student loses eligibility for federal financial aid for one year from the date of conviction.
- Second offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
- Third offense and subsequent offenses, a student is indefinite ineligibility for federal financial aid from the date of conviction.

Sale of Illegal Drugs:

- First offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
- Second offense and subsequent offenses, a student is indefinite ineligibility from the date of conviction.

How to Regain Eligibility

A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon successful completion of a qualified drug rehabilitation program or passes two unannounced drug tests given by such a program.

A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon successful completion of a qualified drug rehabilitation program that must

- Include at least two unannounced drug tests;

AND

- Have received or be qualified to receive funds directly or indirectly under a federal, state, or local government program.

Students denied eligibility for an indefinite period can regain it after successfully completing a rehabilitation program, passing two unannounced drug tests from such a program, or if a conviction is reversed, set aside or removed from the student's record so that fewer than two convictions for sale or three convictions for possession remain on the record.

In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility. The student is responsible 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.

Convictions During Enrollment

Federal regulations require enrolled students convicted of a drug offense after receiving federal financial aid to notify Student Financial Services - Operations (SFS-O) immediately, become ineligible for further federal financial aid and repay federal financial aid received after the conviction.

Institutional Sanctions for Alcohol and Drug Violations

Any member of the University community found consuming or selling alcohol or drugs on University property shall be subject to discipline on a case-by-case basis.

- Discipline will be based on the seriousness of the situation.
- A case may result in dismissal from the University.
- In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol.
- Additional state penalties and sanctions may also apply.
- The University has adopted a zero tolerance policy regarding underage drinking.

Title II of the Higher Education Act-Academic Year 2009-2010 Report

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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.

ADDENDUM - UPDATED POLICY

The following policy is effective as of September 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the Academic Policies section of this catalog.

Admitted (AM) Status

The Office of Admissions and Evaluation in University Services grants a student Admitted status after all documents have been received, the applicant's admission file has been officially reviewed, and all admission requirements have been met. Students in all programs must attain admitted status and be officially evaluated by the completion of their fourth University course. This provides the University the necessary information to develop individualized program schedules for each student and provides an opportunity for an admission decision to be made early in the program. Students who are unable to obtain an official admission status by the completion of their fourth University course will be administratively withdrawn from the University and placed on Admission Deadline Exceeded (DE) admission status.

State Boards

The University of Phoenix is regulated by a large number of state regulatory bodies across the country. The following is a list of those regulatory bodies, with contact information.

- In Alabama, the student may contact the Alabama Department of Postsecondary Education, PO Box 302130, Montgomery, AL 36130-2130; telephone (334) 242-2959.
- In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, telephone (602) 542-2399, website: www.azppse.gov.
- In Arkansas, the student may contact the Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201-3818; telephone (501) 371-2065.
- In California, the student may contact the 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.
- In Colorado, the student may contact the Department of Higher Education, Commission on Higher Education, 1300 Broadway Road, Second Floor, Denver, CO 80203; telephone (303) 866-2723, (303) 866-4209.
- In Connecticut, the student may contact the Office of Financial and Academic Affairs for Higher Education, Connecticut State Board of Education, 61 Woodland Street Hartford, CT 06105-232; telephone (860) 947-1800, (860) 947-1821.
- In Delaware, the student may contact the Delaware Department of Education, The Townsend Building, 401 Federal St., Suite 2, Dover, DE 19901-3639; telephone (302) 735-4000, 302-735-4120.
- In Florida, the student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; telephone (850) 245-3200.
- In Georgia, the student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084; telephone (770) 414-3306.
- In Hawaii, the student may contact the Business Registration Division of the Hawaii Department of Commerce and Consumer Affairs, P.O. Box 40, Honolulu, HI 96810; telephone 808-586-2744.
- In Idaho, the student may contact the Idaho State Board of Education, P.O. Box 83720, Boise, ID 83720-0037; telephone (208) 332-1587.
- In Illinois, the student may contact the Illinois Board of Higher Education, 431 East Adams Street, Second Floor, Springfield, IL 62701-1418; telephone (217) 557-7355, website: www.ibhe.org.
- In Indiana, the student may contact the State of Indiana Commission on Proprietary Education (COPE), 302 W. Washington Street, Room E201, Indianapolis, IN 46204-2767; telephone (317) 464-4400, (317) 232-1324.
- In Iowa, the student may contact the Iowa College Student Aid Commission, 603 E. 12th Street, 5th Floor, Des Moines, IA 50319; telephone (515) 725-3400.
- In Kansas, the student may contact the Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; telephone (785) 296-4936, 785-296-4917.
- In Kentucky, the student may contact the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204; telephone (502) 573-1555 ext. 350.
- In Louisiana, the student may contact the State of Louisiana Board of Regents, P.O. Box 3677, Baton Rouge, LA 70821; telephone (225) 342-4253.
- In Maine, the student may contact the Maine State Board of Education (MSBE), 23 State House Station, Augusta, ME 04333-0023; telephone (207) 624-6616.
- In Maryland, the student may contact the Maryland Higher Education Commission, 6 N. Liberty St., Baltimore, MD 21201; telephone (800) 974-0203.
- In Maryland, the student may also contact the Maryland Office of the Attorney General, 200 St. Paul Place, Baltimore, MD 21202; telephone (410) 576-6300 or (888) 743-0023; TDD (410) 576-6372; www.oag.state.md.us.
- In Massachusetts, the student may contact the Massachusetts Board of Higher Education, One Ashburton Place, Suite 1401, Boston, MA 02108-1696; telephone (617) 994-6937.
- In Michigan, the student may contact the Michigan Department of Education, P.O. Box 30008 (or) 608 W. Allegan, Lansing, MI 48909; telephone (517) 373-9235.
- In Minnesota, the student may contact the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108; telephone (651) 259-3975, (800) 657-3866.
- In Mississippi, the student may contact the Mississippi Institutions of Higher Learning Commission Proprietary School and College Registration Mississippi Commission on College Accreditation, 3825 Ridgewood Road, Jackson, MS 39211; telephone (601) 432-6997.
- In Missouri, the student may contact the State of Missouri Coordinating Board for Higher Education, 205 Jefferson Street, Jefferson City, MO 65101; telephone (573) 751-2361.
- In Nebraska, the student may contact the Coordinating Commission for Postsecondary Education, P.O. Box 95005, Lincoln, NE 68509-5005; telephone (402) 471-0020, (402) 471-2847.
- In Nevada, the student may contact the Nevada Commission on Postsecondary Education, 3663 E. Sunset Road, Suite #202, Las Vegas, NV 89120; telephone (702) 486-7330.

- In New Jersey, the student may contact the New Jersey Commission on Higher Education, 20 W. State Street, PO Box 542 Trenton, NJ 08625-0542; telephone (609) 292-4310, (609) 984-2709.
 - In New Mexico, the student may contact the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe, NM 87505-2100; telephone (505) 476-8400.
 - In North Carolina, the student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road Chapel Hill, NC 27515-2688; telephone (919) 962-4538.
 - In Ohio, the student may contact the Ohio Board of Regents, registration number 1154320, 30 E. Broad Street, 36th Floor, Columbus, OH 43215-3414; telephone (614) 466-6000.
 - In Oklahoma, the student may contact the Oklahoma State Regents of Higher Education, 655 Research Parkway, Suite 200, Oklahoma City, OK 73104-3603; telephone (405) 225-9100, (405) 225-9142.
 - In Oregon, the student may contact the Oregon Office of Degree Authorization, 1500 Valley River Dr. Suite 100, Eugene, OR 97401; telephone (541) 687-7478.
 - In Pennsylvania, the student may contact the Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333; telephone (717) 783-6785.
 - In Puerto Rico, the student may contact the Consejo de Educacion Superior de Puerto Rico / Puerto Rico Council on Higher Education, PO Box 19900, San Juan, Puerto Rico 00910-1900; telephone (787)-724-7100 ext 2022 or ext 2016.
 - In South Carolina, the student may contact the Nonpublic Postsecondary Institution Licensing, 1333 Main Street, Suite 200, Columbia, SC 29201; telephone (803) 737-2281
 - In Tennessee, the student may contact the Tennessee Higher Education Commission, Parkway Towers, Suite 1700, 404 James Robertson Pkwy, Nashville, Tennessee 37243-0830; telephone (615) 741-3605.
 - In Texas, the student may contact the Texas Higher Education Coordinating Board, P.O. Box 12788, Capitol Station, Austin, TX 78711; telephone (512) 427-6520.
 - In Utah, the student may contact the Utah System of Higher Education State Board of Regents, 60 South 400 West, Salt Lake City, UT 84101-1284; telephone (801) 321-7103.
 - In Virginia, the student may contact the Commonwealth of Virginia Council of Higher Education, James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219; telephone (804) 225-2600.
 - In Washington, the student may contact the Washington Higher Education Coordinating Board, PO Box 43430, Olympia, WA 98504-3430; telephone (360) 753-7869, 360.753.7866.
 - In Washington DC, the student may contact the Government of the District of Columbia Education Licensure Commission, 810 1st Street, NE, 2nd Fl., Washington, DC 20002; telephone (202) 727-2824.
 - In West Virginia, the student may contact the West Virginia Higher Education Policy Commission, 1018 Kanawha Boulevard East, Suite 700, Charleston, West Virginia, 25301, telephone (304) 558-2101.
 - In Wisconsin, the student may contact the Wisconsin Educational Approval Board, 201 W. Washington Ave., 3rd Floor, Madison, WI 53703; telephone (608) 266-1996, (608) 266-1996.
 - In Wyoming, the student may contact the Wyoming Department of Education, Hathaway Bldg., 2Floor, 2300 Capitol Avenue, Cheyenne, WY 82002-0050; telephone (307) 777-5712.
- You may obtain a copy of the University's accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting Apollo Legal Services at (602) 557-8119.

ADDENDUM - UPDATED POLICY

The following policy is effective as of September 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the University of Phoenix School of Business-Undergraduate section of this catalog.

The Bachelor of Science in Business

Marketing Concentration

The Marketing Concentration 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 marketing concentration builds upon the foundational marketing course, which allows further study in the areas of consumer behavior, advertising, marketing research, public relations, promotion measurement and analysis, and international and global marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/bsb-mkt>.

MKT 435 ~ 3 credits
Consumer Behavior

MKT 498 ~ 3 credits
Integrated Marketing Strategies

Students must choose three of the following courses:

COM 340 ~ 3 credits
Mass Communication

COM 400 ~ 3 credits
Media and Society

MKT 438 ~ 3 credits
Public Relations

BRM 353 ~ 3 credits
Product and Brand Management

MKT 411 ~ 3 credits
Green Marketing

MKT 431 ~ 3 credits
Small Business Marketing

MKT 441 ~ 3 credits
Marketing Research

Course Descriptions for the Marketing Concentration

MKT 435..... 3 credits
Consumer Behavior

This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 498..... 3 credits
Integrated Marketing Strategies

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 elements including advertising, public relations, sales promotion,

event management, media selection, and sales management.

COM 340.....3 credits

Mass Communication

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.

COM 400.....3 credits

Media and Society

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.

MKT 4383 credits

Public Relations

This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

BRM 3533 credits

Product and Brand Management

This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

MKT 4113 credits

Green Marketing

This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

MKT 4313 credits

Small Business Marketing

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, and developing effective pricing and advertising strategies.

MKT 4413 credits

Marketing Research

This course covers basic research methodology applied to marketing issues. Students will study methods and techniques for collection, analysis, and interpretation of primary and secondary data for consumer business marketing.

ADDENDUM - UPDATED POLICY

The following policy is effective as of September 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the University Policies section of this catalog.

Discrimination Procedures:

1. Students, faculty or staff alleging discrimination must present their grievance within six weeks.
 - a. Allegations of sex discrimination must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 1625 W. Fountainhead Parkway, Mailstop AA-S401, Tempe, AZ 85282, 602.557.3391, Camie.Pratt@phoenix.edu or designee.

Harassment Procedures

1. Students, faculty or staff alleging harassment must present their grievance within six weeks.
 - a. Allegations of sexual harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 1625 W. Fountainhead Parkway, Mailstop AA-S401, Tempe, AZ 85282, 602.557.3391, Camie.Pratt@phoenix.edu or designee.

Violations and Enforcement

Reporting Violations

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 Apollo Internal Audit or Apollo Information Security and Compliance.

Apollo Group Internal Audit
M/S AA-B309
1625 W. Fountainhead Parkway
Tempe, AZ 85282

FAX: (480) 929-7499

e-mail: internalaudit@apollogrp.edu

Apollo Group Information Security & Compliance
M/S AA-B103

1625 W. Fountainhead Parkway
Tempe, AZ 85282

FAX: (480) 379-3555

e-mail: infosec@apollogrp.edu

ADDENDUM - UPDATED POLICY

The following policy is effective as of September 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the Undergraduate Programs section of this catalog.

First-Year Sequence

The following First-Year Sequence is applicable to students starting on or after February 1, 2010. Students who begin courses prior to February 1, 2010 will not be required to complete the First-Year Sequence.

All students entering undergraduate degree programs (other than LVN/BSN, LPN/BSN, BSN, BSLS, and BSED/E) who have fewer than 24 previous college credits as recognized by the university on the admissions application are required to complete the following First-Year Sequence:

Courses requiring prerequisites are identified by a ~ symbol following the course number.

GEN 195 (Required as first course)..... 3 credits
Foundations of University Studies

SCI 163 ~..... 3 credits
Elements of Health and Wellness

FP 120 ~..... 3 credits
Essentials of Personal Finance

COM 170 ~..... 3 credits
Elements of University Composition and Communication I

COM 172 ~..... 3 credits
Elements of University Composition and Communication II

PSY 211 ~..... 3 credits
Essentials of Psychology

HUM 114 ~ (Required as last course)..... 3 credits
Critical Thinking and Creative Problem Solving

Optional Course for the First-Year Sequence:

HUM 186 ~..... 3 credits
Media Influences on American Culture

Note: Non-Degree students may not enroll in any of the University of Phoenix or Associates First-Year Sequence courses.

Course Descriptions for First-Year Sequence

GEN 195..... 3 credits
Foundations of University Studies

The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

SCI 163..... 3 credits
Elements of Health and Wellness

This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

FP 1203 credits

Essentials of Personal Finance

This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one's family and property.

COM 170.....3 credits

Elements of University Composition and Communication I

This course addresses the key elements necessary for effective academic writing in college. The course begins with focus on pre-writing strategies and builds to drafting and revising essays. In addition, the course includes skill development at the sentence and paragraph level.

COM 1723 credits

Elements of University Composition and Communication II

This course builds upon the foundations established in Com155. It addresses the various rhetorical modes necessary for effective college essays: narration, illustration, description, process analysis, classification, definition, comparison and contrast, cause and effect, and argumentation. In addition, requirements for research essays, including the use of outside sources and appropriate formatting, are considered.

PSY 2113 credits

Essentials of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

HUM 1143 credits

Critical Thinking and Creative Problem Solving

This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.

HUM 1863 credits

Media and American Culture

The course provides an introduction to the most prominent forms of media that influence and impact social, business, political, and popular culture in contemporary America. It explores the unique aspects of each medium as well as interactions across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

ADDENDUM - UPDATED POLICY

The following policy is effective as of August 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the Academic Policies section of this catalog.

Admission Statuses

Graduate Provisional (PV) Status

Students who meet all admission requirements in graduate programs except the minimum GPA requirement of 2.50 or 3.00 (see program specific admissions requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49 or 2.50 and 2.99 depending on the program of interest. Students admitted on provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of their fourth completed program applicable course to be unconditionally admitted and placed on Admitted status. Failure to meet the minimum grade point average (GPA) of 3.0 by the fourth completed program applicable course will result in a DA (Disqualified Admission) student academic status. Students who are disqualified from their program are not eligible to reenter that program for a minimum of three years and are not eligible for readmission into an alternate program until the lapse of six months from the date of disqualification.

Program Academic Statuses

Program Disqualification

~~Effective for new enrollments March 1, 2009 and later Students provisionally admitted (PV), who fail to meet the minimum requirement for admission (AM), will be placed on Program Disqualification (PD) program academic status and Disqualified Admission (DA) academic status. Students who are disqualified from their program are not eligible to reenter that program for a minimum of three years. Students disqualified for admission are not eligible for readmission into an alternate program until the lapse of six months from the date of disqualification. Students may appeal to reenter into the program from which they were disqualified (PD) or any updated version of the program after a lapse of three years.~~

ADDENDUM - UPDATED POLICY

The following policy is effective as of August 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the University of Phoenix section of this catalog.

Purposes

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

The following information is also located in the Consumer Information section of the catalog:

Program Accreditation

College of Nursing Programs

The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

CCNE

One Dupont Circle, NW, Suite 530

Washington, DC 20036

(202) 887-6791

<http://www.aacn.nche.edu/accreditation/>

ADDENDUM - UPDATED FACILITIES

The following update is effective as of August 1st, 2012. The new / updated information is underlined and will supercede the existing addresses located in the Facilities section of this catalog.

Florida Campuses

Oakleaf II Learning Center

9785 Crosshill Blvd

Jacksonville, FL 32222-5823

904 779-4500

904 779-4501 FAX

East Orlando Learning Center

1900 N. Alafaya Trail

Orlando, FL 32826-4717

407 563-1500

407 563-1560 FAX

Westshore Learning Center - Tampa

4805 Independence Parkway

Suite 110

Tampa, FL 33634-7535

813 626-7911

813 977-1449 FAX

ADDENDUM - UPDATED POLICY

The following policy is effective as of August 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the Consumer Information section of this catalog.

State Refund Policies

Iowa

Students in the state of Iowa who withdraw from a course prior the start date will receive a 100 percent refund of tuition for that course. Students who withdraw from a course after the start date will receive a pro-rata refund of tuition for the course until they have attended 100 percent of the course. Refunds will be paid within 30 days of a student's official withdrawal.

ADDENDUM - UPDATED COURSE DESCRIPTION

The following course description is effective as of August 1st, 2012. Please see the updated information below. The new information is underlined and will supercede the existing policy located in the Undergraduate College of Information Systems and Technology section of this catalog.

Bachelor of Science in Information Technology

Course Descriptions for the Concentration in Software Engineering

POS 409 3 credits

.NET II

This course extends the facilities of the .NET family of languages. The course focuses on the C# language. Topics covered include designing C# applications, writing and debugging programs, data files and database connectivity.