EXHIBIT E
SIGN RENDERING

INT-ILLUMINATED S/F WALL SIGN

Scale:
nts

Fabricate & install one (1) internally-illuminated, aluminum-construction, single-faced wall cabinet w/ White LED illumination as shown.

Electrical to sign by landlord.

[illegible]

Elevation
N.T.S.

Client
University of Phoenix

Location
311 6th Ave
Des Moines, IA
50309

royal sign co.

2631 N. 31st Ave.
Phoenix, AZ 85009
602-278-6286
fax: 602-278-0234
E-mail (Art Dept):
royalsign@royalsign.net

Job Design Revisions
12-0481
12-0482
12-0483
12-0505

Warren Allord

warren@royalsign.net

27 FEB '12

RKP

CE, RKP

n/a

Sheet Title
Exterior

Scale
see drawing

Drawing Number
12-0505

EXHIBIT F
SUBORDINATION, NON-DISTURBANCE AND ATTORNMENT AGREEMENT

Recording Requested by
and when Recorded return to:

WELLS FARGO BANK, N.A.
Commercial Mortgage Servicing
550 South Tryon Street 14th Floor
Charlotte, NC 28202
Attention: CMS Lease Reviews
Loan No.: 80-1000046

SUBORDINATION, NON-DISTURBANCE AND ATTORNMENT AGREEMENT

Tenant's Trade Name: _____

NOTICE: THIS SUBORDINATION AGREEMENT RESULTS IN YOUR LEASEHOLD ESTATE IN THE PROPERTY BECOMING SUBJECT TO AND OF LOWER PRIORITY THAN THE LIEN OF THE SECURITY DOCUMENTS (DEFINED BELOW).

THIS SUBORDINATION, NON-DISTURBANCE AND ATTORNMENT AGREEMENT ("Agreement") is made as of _____, 2____, by and between _____ _____ ("Tenant"), and U.S. BANK, N.A AS SUCCESSOR IN INTEREST TO WELLS FARGO BANK MINNESOTA, N.A , as Trustee for the registered holders of WACHOVIA COMMERCIAL MORTGAGE SECURITIES, INC., Commercial Mortgage Pass-Through Certificates, Series 2003-C5 ("Lender").

RECITALS

A. _____ ("Owner") is the owner of the land and improvements commonly known as compromising all or a part of the Property located in a certain [shopping center/office building/warehouse/industrial park/hotel] known as ____ _____ located in _____ _____ and more particularly described in Exhibit A attached hereto and made a part hereof (such [shopping center/office building/ warehouse/ industrial park/hotel], _____ _____ and more specifically described in Exhibit A attached hereto ("Property").

B. Tenant is the lessee under a lease dated _____, 2011, executed by Owner (or its predecessor in interest), as landlord, and Tenant, as tenant (as the same may have been amended, the "Lease"), covering certain premises (the "Premises")

C. Lender is the current holder of a mortgage loan (the "Loan") previously made to Owner, evidenced by a note (the "Note") and secured by, among other things: (a) a first mortgage, deed of trust or deed to secure debt encumbering the Property (the

"Mortgage"); and (b) a first priority assignment of leases and rents on the Property (the "Assignment of Leases and Rents") contained in the Mortgage or in a separate document. The Mortgage and the Assignment of Leases and Rents are collectively referred to as the "Security Documents." The Note, the Security Documents and all other documents executed in connection with the Loan are collectively referred to as the "Loan Documents."

D. Tenant has requested Lender's agreement that if Lender forecloses the Mortgage or otherwise exercises Lender's remedies under the Security Documents, Lender will not disturb Tenant's right to quiet possession of the Premises under the terms of the Lease.

E. Lender is willing to so agree on the terms and conditions provided in this Agreement, including, without limitation, Tenant's agreement to subordinate the Lease and attorn to Lender as provided herein.

NOW, THEREFORE, for mutual consideration, including the mutual covenants and agreements set forth below, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. **SUBORDINATION**. The Lease is and shall remain unconditionally subject and subordinate to (a) the liens or charges imposed by the Security Documents, (b) all currently outstanding or future advances secured by the Security Documents, and (c) all renewals, amendments, modifications, consolidations, replacements and extensions of the Security Documents. The subordination described herein is intended by the parties to have the same force and effect as if the Security Documents and such renewals, modifications, consolidations, replacements and extensions of the Security Documents had been executed, acknowledged, delivered and recorded prior to the Lease and any amendments or modifications thereof.

2. **NON-DISTURBANCE**. If Lender exercises any of its rights under the Security Documents, including any right of entry on the Property pursuant to the Mortgage or upon a foreclosure of or deed in lieu of foreclosure of the Mortgage, Lender shall not disturb Tenant's right of quiet possession of the Premises under the terms of the Lease, so long as Tenant is not in default under this Agreement or, beyond any applicable grace period, under the Lease.

3. **ATTORNMENT**. Notwithstanding anything to the contrary contained in the Lease, should title to the Premises and the landlord's interest in the Lease be transferred to Lender or any other person or entity by foreclosure of or deed in-lieu of foreclosure of the Mortgage, Tenant shall, for the benefit of Lender or such other person or entity, effective immediately and automatically upon the occurrence of any such transfer, attorn to Lender or such other person or entity as landlord under the Lease and shall be bound under all provisions of the Lease including, but not limited to, the obligation to pay all rent required to be paid by Tenant pursuant to the terms of the Lease, for the remainder of the Lease term.

4. **PROTECTION OF LENDER**. If Lender succeeds to the interest of landlord under the Lease, Lender shall not be:

(a) liable for any act or omission of any previous landlord under the Lease;

(b) subject to any offsets or defenses which Tenant may have against any previous landlord under the Lease;

(c) bound by any payment of rent or additional rent which Tenant might have paid for more than one month in advance of the due date under the Lease to any previous landlord;

(d) obligated to make any payment to Tenant which any previous landlord was required to make before Lender succeeded to the landlord's interest;

(e) accountable for any monies deposited with any previous landlord (including security deposits), except to the extent such monies are actually received by Lender;

(f) bound by any amendment or modification of the Lease or any waiver of any term of the Lease made without Lender's written consent;

(g) bound by any surrender or termination of the Lease made without Lender's written consent (unless effected unilaterally by Tenant pursuant to the express terms of the Lease);

(h) obligated to complete any improvement or construction on the Property or to pay or reimburse Tenant for any tenant improvement allowance, construction allowance or leasing commissions;

(i) liable for any default of any previous landlord under the Lease;

(j) bound by any provision in the Lease granting Tenant a purchase option or first right of refusal or offer with regard to the Property. Furthermore, notwithstanding anything to the contrary contained in this Agreement or the Lease, upon any such succession, the Lease shall be deemed to have been automatically amended to provide that Lender's obligations and liabilities under the Lease shall be limited solely to Lender's interest, if any, in the Property, and the proceeds from any sale or disposition of the Property by Lender (collectively, "Lender's Interest") and, following such succession, Tenant shall look exclusively to Lender's Interest for the payment or discharge of any obligations of Lender under the Lease.

5. **LENDER'S RIGHT TO CURE**. Tenant shall deliver to Lender a copy of any notice of any default(s) by landlord under the Lease in the same manner as, and whenever, Tenant shall give any such notice to Owner, and no such notice shall be deemed given to Owner unless and until a copy of such notice shall have been so delivered to Lender. Lender shall have the right to remedy, or cause to be remedied, any default by Owner under the Lease, and, for such purpose Tenant grants Lender such additional period of time as may be reasonable to enable Lender to remedy, or cause to be remedied, any such default in

addition to the period given to Owner for remedying, or causing to be remedied, any such default. Tenant shall accept performance by Lender of any covenant or condition to be performed by Owner under the Lease with the same force and effect as though performed by Owner. No default by Landlord under the Lease shall exist or shall be deemed to exist (a) so long as Lender, in good faith, shall have commenced to cure such default within the above-referenced time period and shall be prosecuting the same to completion with reasonable diligence, subject to force majeure, or (b) if possession of the Premises is required in order to cure such default, or if such default is not susceptible of being cured by Lender, so long as Lender, in good faith, shall have notified Tenant that Lender intends to institute enforcement proceedings under the Security Documents, and, thereafter, so long as such proceedings shall have been instituted and shall be prosecuted with reasonable diligence. Lender shall have the right, without notice to Tenant or Tenant's consent, to foreclose the Mortgage or to accept a deed in lieu of foreclosure of the Mortgage or otherwise realize upon the Mortgage or to exercise any other remedies under the Security Documents or state law.

6. **ASSIGNMENT OF LEASES AND RENTS**. Tenant consents to the Assignment of Leases and Rents and acknowledges Lender shall have no duty, liability or obligation whatsoever under the Lease or any extension or renewal thereof, either by virtue of said assignment or by any subsequent receipt or collection of rents thereunder, unless Lender shall specifically undertake such liability in writing or unless Lender or its designee or nominee becomes, and then only with respect to periods in which Lender or its designee or nominee becomes, the fee owner of the Premises. Upon Tenant's receipt of a written notice from Lender of a default by Owner under the Loan, Tenant shall thereafter, if requested by Lender, pay rent to Lender in accordance with the terms of the Lease. Lender's delivery of such notice to Tenant, or Tenant's compliance therewith, shall not be deemed to (a) cause Lender to succeed to or assume any obligations or responsibilities of Owner under the Lease or (b) relieve Owner of any of its obligations under the Lease.

7. **INSURANCE PROCEEDS AND CONDEMNATION AWARDS**. Notwithstanding anything to the contrary contained in this Agreement or the Lease, the terms of the Loan Documents shall continue to govern with respect to the disposition of any insurance proceeds or condemnation awards, and any obligations of Owner to restore the Property following a casualty or condemnation shall, insofar as they apply to Lender, be limited to the amount of any insurance proceeds or condemnation awards received by Lender after the deduction of all costs and expenses incurred in obtaining such proceeds or awards. Following the foreclosure or deed in lieu of foreclosure of the Mortgage, the provisions of this section shall remain in full force and effect unless and until fee title to the Premises becomes vested in a person or entity other than (a) the holder of the Loan at the time of such foreclosure or deed in lieu of foreclosure or (b) a parent, subsidiary or affiliate of such holder.

8. **ASSIGNMENT OF LEASE BY TENANT**. Tenant shall not assign any right or interest of Tenant under the Lease, (except for an assignment that is permitted under the Lease without Owner's consent), without Lender's prior written consent.

9. MISCELLANEOUS

9.1 **Heirs, Successors and Assigns**. The covenants herein shall be binding upon, and inure to the benefit of, the heirs, successors and assigns of the parties hereto. The term "Lender" as used herein includes any successor or assign of the named Lender herein, including without limitation, any co-lender at the time of making the Loan, any purchaser at a foreclosure sale and any transferee pursuant to a deed in lieu of foreclosure, and their successors and assigns, trustees and agents, as well as any single purpose entity established by Lender to take title to the Property by reason of such foreclosure or deed in lieu of foreclosure. The terms "Tenant" and "Owner" as used herein include any successor or assign of the named Tenant and Owner herein, respectively; provided, however, that such reference to Tenant's or Owner's successors and assigns shall not be construed as Lender's consent to any assignment or other transfer by Tenant or Owner.

9.2 **Addresses; Request for Notice**. All notices and other communications that are required or permitted to be given to a party under this Agreement shall be in writing and shall be sent to such party, either by personal delivery, by overnight delivery service, by certified first class mail, return receipt requested, or by facsimile transmission, to the address or facsimile number below. All such notices and communications shall be effective upon receipt of such delivery or facsimile transmission. The addresses and facsimile numbers of the parties shall be:

Tenant:	Lender:
_____	Wells Fargo Bank, N.A., as Master Servicer
_____	Attn: Lease Reviews
_____	550 South Tryon Street 14th Floor
_____	MAC D1086-120
	Charlotte, NC 28202
FAX No.:	FAX No.: 704-715-0036

provided, however, any party shall have the right to change its address for notice hereunder by the giving of written notice thereof to the other party in the manner set forth in this Agreement.

9.3 **Entire Agreement**. This Agreement constitutes the entire agreement between Lender and Tenant with regard to the subordination of the Lease to the Security Documents and the rights and obligations of Tenant and Lender as to the subject matter of this Agreement, and shall supersede and cancel, but only insofar as would affect the priority between the Security Documents and the Lease, any prior agreements as to such subordination, including, without limitation, those provisions, if any, contained in the Lease which provide for the subordination of the Lease to a deed or deeds of trust, a mortgage or mortgages, a deed or deeds to secure debt or a trust indenture or trust indentures.

9.4 **Disbursements**. Lender, in making disbursements of any funds pursuant to the Loan Documents, is under no obligation to, nor has Lender represented that it will, monitor or control the application of such funds by the recipient and any application of such funds for purposes other than those provided for in the Loan Documents shall not defeat this agreement to subordinate in whole or in part.

9.5 **Counterparts**. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute and be construed as one and the same instrument.

9.6 **Section Headings**. Section headings in this Agreement are for convenience only and are not to be construed as part of this Agreement or in any way limiting or applying the provisions hereof.

9.7 **Attorneys' Fees**. If any legal action, suit or proceeding is commenced between Tenant and Lender regarding their respective rights and obligations under this Agreement, the prevailing party shall be entitled to recover, in addition to damages or other relief, costs and expenses, attorneys' fees and court costs (including, without limitation, expert witness fees). As used herein, the term "prevailing party" shall mean the party which obtains the principal relief it has sought, whether by compromise settlement or judgment. If the party which commenced or instituted the action, suit or proceeding shall dismiss or discontinue it without the concurrence of the other party, such other party shall be deemed the prevailing party.

9.8 **Severability**. If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, such provision shall be deemed modified to the extent necessary to be enforceable, or if such modification is not practicable, such provision shall be deemed deleted from this Agreement, and the other provisions of this Agreement shall remain in full force and effect, and shall be liberally construed in favor of Lender.

9.9 **Termination; Amendment**. Neither this Agreement nor any of the terms hereof may be terminated, amended, supplemented, waived or modified orally, but only by an instrument in writing executed by the party against which enforcement of the termination, amendment, supplement, waiver or modification is sought.

9.10 **Governing Law**. This Agreement and any claim, controversy or dispute arising under or related to or in connection with this Agreement, the relationship of the parties or the interpretation and enforcement of the rights and duties of the parties shall be governed by the law of the state where the Property is located, without regard to any conflicts of law principles.

9.11 **Authority**. Tenant and all persons executing this Agreement on behalf of Tenant jointly and severally represent and warrant to Lender that such persons are authorized by Tenant to do so and that such execution hereof is the binding act of Tenant enforceable against Tenant.

9.12 **Form of Agreement**. Owner and Tenant acknowledge that Wells Fargo Bank, N.A. enters into numerous agreements of this type on a regular basis, both in its own capacity and as a commercial mortgage servicer on behalf of other lenders, and that the specific provisions contained in any agreement of this type entered into by Wells Fargo Bank, N.A. will vary depending on numerous transaction-specific factors, including, without limitation, the borrowers, loan documents, tenants, leases, servicers, servicing agreements and property and market conditions involved in the transaction. Accordingly, Owner and Tenant further acknowledge that the specific provisions contained in this Agreement will not necessarily be acceptable to Wells Fargo Bank, N.A. in connection with any other transaction.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

LENDER:

U.S. BANK, N.A AS SUCCESSOR IN INTEREST TO WELLS FARGO BANK MINNESOTA, N.A , as Trustee for the registered holders of WACHOVIA COMMERCIAL MORTGAGE SECURITIES, INC., Commercial Mortgage Pass Through Certificates, Series 2003 C5

By: WELLS FARGO BANK, NATIONAL ASSOCIATION, as Master Servicer under the Pooling and Servicing Agreement, dated as of JULY 1, 2003

By:_____
Name:_____
Its:_____

TENANT:

_____

By:_____

Its:_____

The undersigned Owner hereby consents to the foregoing Agreement and confirms the facts stated in the foregoing Agreement and the acknowledgement contained in Section 9.12 of the foregoing Agreement.

OWNER:

_____

By:_____

Its:_____

IT IS RECOMMENDED THAT, PRIOR TO EXECUTING THIS AGREEMENT, THE PARTIES CONSULT WITH THEIR ATTORNEYS WITH RESPECT HERETO.

ALL SIGNATURES MUST BE ACKNOWLEDGED.

STATE OF NORTH CAROLINA)
) SS.
COUNTY OF MECKLENBURG)

On _____, 20___, personally appeared the above named _____ _____, a _____ of WELLS FARGO BANK, NATIONAL ASSOCIATION, acting in its authorized capacity as Master Servicer for and on behalf of U.S. BANK, N.A AS SUCCESSOR IN INTEREST TO WELLS FARGO BANK MINNESOTA, N.A , as Trustee for the registered holders of WACHOVIA COMMERCIAL MORTGAGE SECURITIES, INC., Commercial Mortgage Pass-Through Certificates, Series 2003-C5, and acknowledged the foregoing to be the free act and deed of said association, before me.

_____
Notary Public
My commission expires:_____

_____, ss.

On _____, 20___, personally appeared the above named _____ _____, the _____, of _____ and acknowledged the foregoing to be the free act and deed of said _____, before me.

_____
Notary Public
My commission expires:_____

_____, ss.

On _____, 20___, personally appeared the above named _____ _____, the _____, of _____ and acknowledged the foregoing to be the free act and deed of said _____, before me.

_____
Notary Public
My commission expires:_____

EXHIBIT A
(Description of Property)

EXHIBIT A to SUBORDINATION, NON-DISTURBANCE AND ATTORNMENT AGREEMENT dated as of _____, executed by _____, as "Tenant", and _____ "Lender."

All that certain land located in the County of _____, State of _____, described as follows:

University of Phoenix
Statement of Commitment Regarding Program Completion
Made Pursuant to IAC 283-21.2(261B)

University of Phoenix is committed to the delivery of its academic programs to students in Iowa. If the University would choose to discontinue a particular program, students are guaranteed the opportunity to complete their courses of study. The University will teach out the program, allowing enrolled students to complete their degrees. Students are able to complete their programs via the online modality, or to transfer to another University program or location.

William Pepicello, Ph.D.
President, University of Phoenix

10/30/12
Date

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

Taylorsville 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 Dabling 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
Suit 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 Watertower 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 Parkway
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 Parkway, 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 Cattlemen 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

Timonum 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

IOWA

Date: 04/08/2003

SECRETARY OF STATE

490 FP-000247119
THE UNIVERSITY OF PHOENIX, INC.
THE UNIVERSITY OF PHOENIX, INC.
ATTN:JOSHUA WILHELM
4615 E ELWOOD ST #90-0044F
PHOENIX, AZ 85040

CERTIFICATE OF AUTHORIZATION

Name: THE UNIVERSITY OF PHOENIX, INC.
Begin date: 10/23/2000
Expiration: PERPETUAL
State: Arizona

I, CHESTER J. CULVER, secretary of state of the state of Iowa, custodian of the records of incorporations, certify that the corporation named on this certificate is authorized to transact business in this state, that the corporation qualified to do business in Iowa on the date printed above, that all fees required by the Iowa Business Corporation Act have been paid by the corporation, and that the most recent biennial corporate report required by Iowa Code chapter 490 has been filed by the secretary of state.

CHESTER J. CULVER SECRETARY OF STATE

Printed on Recycled Paper

STATE OF ARIZONA

Office of the

CORPORATION COMMISSION

CERTIFICATE OF GOOD STANDING

To all to whom these presents shall come, greeting:

I, Ernest G. Johnson, Executive Director of the Arizona Corporation Commission, do hereby certify that

****THE UNIVERSITY OF PHOENIX, INC.****

a domestic corporation organized under the laws of the State of Arizona, did incorporate on November 8, 1976.

I further certify that according to the records of the Arizona Corporation Commission, as of the date set forth hereunder, the said corporation is not administratively dissolved for failure to comply with the provisions of the Arizona Business Corporation Act; and that its most recent Annual Report, subject to the provisions of A.R.S. sections 10-122, 10-123, 10-125 & 10-1622, has been delivered to the Arizona Corporation Commission for filing; and that the said corporation has not filed Articles of Dissolution as of the date of this certificate.

This certificate relates only to the legal existence of the above named entity as of the date issued. This certificate is not to be construed as an endorsement, recommendation, or notice of approval of the entity's condition or business activities and practices.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the Arizona Corporation Commission. Done at Phoenix, the Capital, this 12th Day of March, 2012, A. D.

Executive Director

By: 732905

State of Arizona

State Board for Private Postsecondary Education

University of Phoenix

HAS BEEN GRANTED APPROVAL TO OPERATE
AT VARIABLE ARIZONA LOCATIONS: CAMPUSES, AUXILIARY CLASSROOMS
AND MILITARY BASES

Effective for the period of April 1, 2012 thru March 31, 2013

Executive Director

Chairman

2011 Academic Annual Report

University of Phoenix

2011 Academic Annual Report

University of Phoenix

As technology becomes more embedded in our daily lives, higher education must adapt and evolve to keep pace. Access to information has been democratized through technological innovation while much of academia continues to cling to traditional conventions of closed sources of information. The way people work and play have changed, but the way students are expected to learn, for the most part, has not.

More to the point, however, is that higher education is charged with preparing the next generation to work in a world that differs greatly from what was expected of workers in the Manufacturing Age. The current structure of higher education generally lacks the flexibility to adapt to today's economic environment. Many traditional systems are not nimble when attempting to implement new curriculum, new courses of study, or innovative technologies.

Standing in the way of integrating e-learning are obstacles that include monetary considerations and the concept that e-learning is for distance education only. These must be overcome. Technology enables more engaged learning and increased access. Classrooms that truly prepare students for the new workplace must include blended learning—a combination of face to face and technology.

What is absolutely critical to the classroom today is a move from a teaching focus to a learning focus. This can be accomplished in a technology-enhanced environment. The challenge lies not in change per se, but in the rational implementation of transformation in ways that allow for an evolutionary rather than a revolutionary execution.

The key to implementing e-learning and getting buy-in from faculty and students alike is to ensure that the integration is properly planned. Faculty need adequate training and support that goes beyond a hot- line to call when systems are down. Students need to understand how to evaluate websites and information as well as how to organize their knowledge. And most importantly, students must be skilled critical thinkers.

The evolution of University of Phoenix has been inextricably linked with advances in technology from the introduction of the online campus in 1989 to the numerous technology-enhanced academic assets and student services available 24/7 anywhere Internet access is available. The discussion concerning integrating technology concludes by looking forward for what is to come next at the University— the untapped potential of ambient intelligence and adaptive learning.

The Scorecard section of the report details how University of Phoenix students compare demographically, as well as academically with their peers at other like institutions nationally. As in past years, the University's students rate their experience to be positive in all surveyed areas as reported on End-of-Course, End-of-Program, and Alumni surveys. This includes the quality of faculty, curriculum, and services.

This year's results of the Standardized Assessment of Information Literacy Skills (SAILS), University seniors are equivalent in all eight areas as compared to seniors at other institutions. In addition, University of Phoenix seniors outperform or are equivalent to University of Phoenix freshmen in all eight areas.

The ETS®Proficiency Profile showed a slight decline in seniors' performance to the comparison group. However, the differences between the two groups were slight and of limited significance.

Finally, the graduation rates for University associate and master levels show an increase; the bachelor level declined. The University believes most of the decline can be attributed to an increase in the number of students transferring in with zero credits.

Realizing the need for accessible, quality higher education that could attend to the way many prospective students lived their lives, Dr. John Sperling created University of Phoenix, a new and somewhat unorthodox approach to higher education that catered to the adult student who worked and could not attend classes during the day. Today the unorthodox has become commonplace and a new need exists, one that requires higher education to innovate and renovate to match the way our students live, and beyond that, mirror how society currently functions.

Higher education stands as a monolith in a dynamic, rapidly evolving society in which access to information has been democratized through technological innovation while much of academia clings to traditional conventions of closed sources of information. The way people work and play have changed, but the way students are expected to learn, for the most part, has not.

For academic institutions, charged with equipping graduates to compete in today's knowledge economy, the possibilities are great. Distance education, sophisticated learning-management systems and the opportunity to collaborate with research partners from around the world are just some of the transformational benefits that universities are embracing.

"The Future of Higher Education: How Technology Will Shape Learning"
The Economist 2008

The skills required for today's Information Age workplace are far different than they were in the Manufacturing Age. Today's students must be prepared to work in a world that expects them to be globally aware, have financial and entrepreneurial literacy, and be information and media savvy. To accomplish that, they must be innovative and creative and have honed their abilities in critical thinking and problem solving, along with being self-directed, adaptable, and accountable.[1] The traditional classroom is not designed to encourage the development of these skills.

The current structure of higher education for the most part, lacks the flexibility to adapt to today's economic environment. Traditional systems frequently are not nimble when attempting to implement new curriculum, new courses of study, or innovative technologies. In addition, higher education is severely hampered by the economic environment of our country—most notably a lack of funding. This causes major issues for public institutions relying on state subsidies and funding. Private institutions have also seen a major decrease in donations and alumni support. Reduced funding translates into a lack of flexibility that in turn limits any desired scalability or meaningful reform.

Impediments to Integrating e-Learning

In addition to monetary considerations, other factors can impede the integration of e-learning. One is the perception that e-learning is for distance education only. In fact, e-learning is for all students. As noted in a study by Apple Corporation, "Apple Classrooms of Tomorrow – Today: Learning in the 21st Century,"[2] we are at the "confluence of three influences." These include:

- Globalization
- Interdependence and competition
- Technology innovations in education

According to the report, technology enables more engaged learning and increased access. If this is so, why would those advantages be limited only to those engaging in distance learning? The classrooms of the 21st-century must include blended learning at every level.

The Apple report suggests the following six design principles for 21st century education, noting that these principles can best be accomplished with the addition of technology:

- Skills outcomes
- Relevant and applied curriculum
- Informative assessments
- Social and emotional connection
- Culture of creativity and innovation
- 24/7 access to tools and resources

To educate effectively a larger number of Americans than are being educated today, education must focus on all students, not just those who are currently succeeding. In an article titled "Failure Is Not an Option," Dr. David Edyburn of the University of Wisconsin questions, "How long do we let students fail at given tasks before we get them appropriate performance support tools?"[3] And while the focus on learning outcomes is usually on the positives, failure at learning tasks also produces outcomes but not the kind the institution or the student want. Too often, Dr. Edyburn suggests, the current perception is biased in favor of "naked independence."[4] This refers to those students or people who can perform without assistance, and we devalue those who need the assistance in order to succeed.
This is particularly evident in the sciences and math, where we find much reluctance to allow technology into the classrooms to assist students, while the use of grammar and spell checkers is seen as totally appropriate. Dr. Edyburn concludes that "the definition of fairness is everyone gets what they need. Technology offers viable options to enhance performance by providing cognitive supports and appropriate tools."

> It is insufficient for learners to merely attain concepts in isolation, yielding knowledge that frequently remains static. Rather, students must form and continually adapt their understanding of the world as they collaborate with other students to solve authentic problems presented in meaningful tasks.
>
> *Teaching Constructivist Science, Bentley, Ebert, & Ebert, 2007*

If this situation is to change, traditional beliefs such as "naked independence," and what defines an educated person, will have to be challenged. Colleges and universities can no longer remain one dimensional repositories of knowledge in a three-dimensional world. They must evolve to a place where students can acquire knowledge and skills they can use to solve complex problems for the rest of their lives.[5] Traditional models and roles, including the role of the faculty, will need to be re-examined.

Many faculty members continue to view their roles as being the locus of knowledge transfer through teaching. Many continue to believe the lecture/mid-term/final format to be an immutable standard. However, increasingly there are those who feel not only that this one-size academia does not fit all students but also is actually archaic.

Dr. Joe Redish of the University of Maryland has conducted research on the changes that need to be made to the way college students are taught. He posits that the roots of the lecture go back thousands of years. And before printing was widespread, "someone would read the books" while the listeners would copy down what was read. Professor Redish also points out that, "the word *lecture* comes from the Latin word meaning 'to read.'"[6] Dr. Redish recounts that his lecture-style classes reached only those "who do really well and are motivated," so he began to seek ways to reach the students who weren't teaching themselves.[7] Dr. Redish and other like-minded academics took note of the work cognitive scientists were doing that indicated people's short-term memories were limited and could not absorb and retain all the information presented in lecture format.[8] And this may be particularly true for those students who have grown up in a world of immediacy.

> . . . the crucial element in blended learning is an appropriate balance of face-to-face teaching and technology use. Neither the computer nor the World Wide Web is meant to replace instructor both are supplements to instructor-developed lesson plans, but technology can provide a myriad of benefits including the development of independent learners, a source of instant feedback, and motivation to learners.
>
> *Blended Learning: Using technology in and beyond the language classroom, Pete Sharma and Barney Barrett 2007*

What is absolutely critical to the classroom today is to move from a teaching focus to a learning focus. This can be accomplished in a technology-enhanced environment. If Amazon can employ a platform that adapts to its users and anticipates their preferences, why can't educational platforms, which by doing so could reach a larger percentage of students? The challenge lies not in change, per se, but in the rational implementation of transformation in ways that allow for an evolutionary rather than a revolutionary execution.

Faculty members need to be reassured that technology is merely a tool. It is not intended to be a replacement; it is meant to empower them and to assist the student to excel. Research reported in the article, "Bring Academics On Board," reveals a range of pedagogical motivations for the development of e-learning environments, which, perhaps not surprisingly, complement the six design principles outlined by the Apple report. These include the following:

- Catering more effectively to the learning needs of different student groups and learning styles
- Improving learning outcomes
- Improving retention and progression rates
- Challenging students to become learner centred [*sic*] , self-directed, resourceful and independent learners

- Engaging students in the learning experience
- Revitalising [*sic*] and re-energising [*sic*] the curriculum
- Providing a richer learning experience[9]

However, in spite of these findings, the authors report that many academics still believe that e-learning can cause "limited working memory, split attention, and cognitive overload that arise from multiple representations of content."[10] This combined with the "shiny object" fascination will diminish concentration on the core content and reduce learning.[11] And while this research was done in Australia and may appear to be somewhat dated, it is still relevant to many in academia today.

> One way to build students cognitively is through creativity. Technology is widely accepted as a way for students to think more critically during learning. This critical thinking through technology gives students opportunities to think more creatively, therefore bolstering their higher order thinking skills. One method of having students accomplish this is through design.
>
> *"Creativity in Technology Education"*
>
> *Singer Science and Business Media, T. Lewis, 2008*

In a 2010 article in *The Chronicle of Higher Education*,[12] Marc Parry interviewed Nicholas Carr, former editor of the *Harvard Business Review* and author of several articles and books debating the role of computers in business and the classroom. His list of publications includes articles such as "IT Doesn't Matter" and "Is Google Making Us Stupid?" His recent book, *The Shallows*, is a 2011 Pulitzer Prize nominee and a *New York Times* bestseller. Mr. Carr believes that the Internet is "rewiring our brains and short circuiting our ability to think" and that it can "impede understanding, comprehension, and learning." In addition, Carr makes an excellent point regarding Internet research indicating that when researching online using a search engine such as Google, results shown at the top are determined by popularity, not necessarily by relevance and reliability. Researchers using these resources could end up using the same materials and as a result, all coming to the same conclusions. Finally, and perhaps the most important point, Carr believes that unless properly planned, technology can keep people from "transferring information from short-term to long-term memory."

Properly Planned Integration

The key to both implementing e-learning and getting buy-in from faculty and students alike is to ensure that it is, as Carr referenced, "properly planned." To ensure that research is not purely surface study, students need to understand how to evaluate websites and information and to organize their knowledge. They must be skilled critical thinkers. Students must have access not only to Internet research, but also to libraries containing peer-reviewed works and books. They also need to be encouraged and led toward deep learning and reflection by the faculty through deep teaching. In addition, properly planned technology always has an academic purpose and application. If it does not, if it is merely a shiny object, the faculty and the students will ultimately reject it.

Properly planned technology must be aligned with strong support systems. Technology implementation can happen only if 24/7 support is reliably available. And support does not simply mean the voice at the end of a phone line at the help desk. Support,

particularly for the faculty, includes giving faculty members the time necessary to learn the new technology and how it applies to what they are teaching. Support can also mean a dedicated team of researchers, software developers, and instructional designers who work with faculty members to ensure relevance and applicability.

Virtual classrooms must also change. Frequently, online courses are created using the same pedagogies and curriculum as are used in the traditional classroom. Often courses are simply taken verbatim and taught online. Much as writing for online reading differs both in style and design from that in print, online learning has distinctive characteristics and different methodologies and techniques; consequently, classroom management tools are required to create the proper environment.

Given the increasing evidence that Internet information and communication technologies are transforming much of society, there is little reason to believe that it will not be the defining transformative innovation for higher education in the 21st century. Transformation of learning environments in higher education settings for an increasingly electronic world is critical to ensure that the benefits are fully realized.

"Learning on-line: A review of recent literature in a rapidly expanding field".
Journal of Further and Higher Education
Christina Williams, University of Brighton, 2002

And finally, in a properly planned blended learning environment the students must have the option, much as we all do in our daily lives, of technology when they want it and face-to-face when they want or need that. Many organizations do quite well blending bricks and mortar with online interaction. Banks provide the convenience of self-service for basic transactions. Electronic deposits are the norm today for paychecks. Today online banking and bill paying is available through all the main and even smaller banks. Yet, if banking customers have questions or need documentation and/or services that are not available online, they can and do visit their local bank to speak with a staff member. The public does not think of one bank as an "online bank" and another as a "bricks and mortar" institution. It is inconsistent that educators persist in thinking that educational opportunities must be defined in this either/or manner.

In short, higher education must adapt to our changing society and abandon the outdated myth that knowledge is a hidden truth locked up in the institution to be revealed only by faculty. Knowledge is everywhere and we must now provide responsible and accountable access to it or be prepared for the students to find that access elsewhere. Google and Wikipedia are providing unparalleled access to information that is or may be uneven in quality in many cases; our educational system needs to provide immediate access to the skills and knowledge on how to find, validate, and manage information.

ACADEMIC TECHNOLOGY AT UNIVERSITY OF PHOENIX

As described in the opening paragraph, University of Phoenix was the product of the necessity to provide access to those who wanted to earn a degree, but who could not do so in the traditional system. Dr. Sperling recognized that in real life, designations like

"worker," "parent," and even "student" represented aspects of a seamless life in which these roles could and should coexist simultaneously and fluidly rather than as individual and walled facets that are each distinct and separate in their essence. Offering access to allow that coexistence was and is the goal of the University. And it is that mix of work, family, and education that is a daily reality for almost three-quarters of all students enrolled in institutions throughout the country today.

In 1989, University of Phoenix pioneered online education. It was innovative and controversial. Today, with the advent of the Internet, almost all colleges and universities offer at least some online instruction and many see it as a way into the future. In the mid-1990s, the University again sent waves through higher education by developing a virtual library, and by the start of the 21st century, had extended this digital approach to textbooks and supporting educational resources for students. Today, digitizing content is commonplace in higher education.

> In order to have engaged learning, tasks need to be challenging, authentic, and multidisciplinary. Such tasks are typically complex and involve sustained amounts of time. They are authentic in that they correspond to the tasks in the home and workplaces of today and tomorrow. Collaboration around authentic tasks often takes place with peers and mentors within school as well as with family members and others in the real world outside of school. These tasks often require integrated instruction that incorporates problem-based learning and curriculum by project.
>
> *North Central Regional Educational Laboratory, 1994*

Engaged Technology

The evolution of University of Phoenix has been inextricably linked with advances in technology. Computers and laptops are giving way to smartphones and tablets with previously unimagined capacities and capabilities. However, as Dr. Mark Weiser, Chief Technology Officer at Xerox Palo Alto Research Center (PARC) understood as early as 1991:

> The most profound technologies are those that disappear. They weave themselves into the fabric of everyday life until they are indistinguishable from it. Say goodbye to your computer—it's about to disappear. That is, it will be so much a part of your life that you won't even know it's there.[13]

Dr. Weiser's vision is close to reality in almost every aspect of life today and that's where the University intends to take our technology systems.

At the core of providing students with an engaged learning experience is the need to provide resources that support students' success and increase their ability to interact with the faculty and with their classmates. From the outset, University of Phoenix has worked hard to meet these challenges. Today technology is embedded throughout the students' experience. Of significance is the fact that technology enables a robust array of scalable, digital resources to all students and faculty members, regardless of their primary mode of delivery.

It is also significant to note that technology is not just an "add on," a tool to supplement traditional curriculum. Technology is a primary means of touching and developing students from initial contact and throughout their total education experience. An example of the former is the Phoenix Prep Center, which has correlates at many institutions. Prospective students interested in the University—in any modality—can sign on to the Phoenix Prep Center to learn about the University and about themselves. Interested users can take a variety of assessments that include learning styles, college readiness, and technology.

In addition, there are a number of virtual student support services, learning assets, and tools available to assist and support student development and success. For example, University of Phoenix utilizes a Student and Faculty Portal. All students and faculty have access to a portal which allows them to perform a multitude of administrative and support functions, and to access academic materials, learning assets, and tools. For students and instructors involved in classes via the online modality, the portal is the entry point for their classrooms. For students and faculty attending local campuses, the portal provides learning materials and forums for collaboration in Learning Teams and the ability to submit assignments and receive graded assignments with feedback from faculty between class meetings.

Students, regardless of the modality in which they are enrolled, can also do the following via the portal:

- Review contact information
- Register for classes
- Pay tuition
- Meet with a representative online
- Request transcripts
- Submit assignments
- Receive graded assignments with feedback
- Obtain grades

Workshops are also available via the student and faculty portal that students can take to improve their basic skills in areas important for student success. Student workshops in the following areas are offered on a weekly basis:

- Accounting and Finance
- Computer Skills
- Math and Statistics
- Personal Skills
- Writing

University of Phoenix faculty can access an online, automated Gradebook via the student and faculty portal. The Gradebook is customizable for each course based on the faculty member's assessments. Using the Gradebook, the faculty can organize and monitor assessments, allocate grade points, and provide private quantitative and qualitative feedback to students. The faculty can also set up and assign Learning Teams. All information for students (team assignments, feedback, grades, etc.) is immediately transmitted to them, and faculty members do not have to communicate separately via email or other media.

In addition, faculty members can notify the administration if they note that a student is not making satisfactory progress within a course through an automated Early Alert System. The faculty members fill out Early Alert Forms and these are automatically routed to notify the appropriate academic advisors to contact students to follow up on the issue immediately.

Technology also provides a means for the faculty to access ongoing personal and professional development. For example, ongoing faculty development is available both at the local campuses and online via the student and faculty portal. Faculty members can sign up for online workshops in course-specific areas, computer skills, and facilitation skills including critical thinking, faculty tone, and handling difficult students. Faculty members also have access to numerous administrative services via the portal, related to course management and University policies.

The types of technological enhancements just described represent more recent advances among many institutions. These now supplement what have become mainstays in higher education's technology arsenal, including virtual libraries, e-book collections (and other text materials), math and writing centers, and a variety of curriculum supplements such as simulations, virtual organizations, e-portfolios, and virtual science and computer labs. When taken in totality, technology now touches all aspect of the student experience, both inside and outside the classroom.

Notable in this regard is the introduction of social media as a means of connectivity in an education environment that comes closer to mirroring that of the society in general. This phenomenon is realized at University of Phoenix through PhoenixConnect[sm], which is a closed academic network of students, faculty, and alumni. Research shows social and emotional connections affect students' perceptions of relevancy, and a lack of these connections can lead to disengagement.[14] Through PhoenixConnect[sm], students and faculty can discuss academic topics, meet new friends with similar interests, reach out to alumni, or launch a professional group.

In a similar vein, in April 2011 the Phoenix Mobile App joined the growing list of academic applications available on iTunes for students on the go. Students with iPads, iPhones, or Androids are able to post to online forums, receive alerts when grades are posted and when the instructor posts new information, and participate in discussion forums.

Looking Forward: The Untapped Potential of Technology

What we have discussed, while representing significant advances for higher education, only scratches the surface of what current technology can offer. There is much more to be adapted from the current technological playlist for the higher education community. The most important cumulative result is that technology has the potential to increase student engagement by creating a more personalized learning environment that can incorporate adaptive features. In other words, the student learning environment can be designed to respond to the specific student.

A major source of potential here lies in ambient intelligence, that is, technology that knows the users, serves them, responds to them, and does so unnoticed. Ambient intelligence, for example, is what makes possible Amazon's recognition of users and the type of products they are interested in, and thereby puts those in front of users as soon as they login, or perhaps even emails them with updates when new, like products arrive.

Ambient intelligence is technology . . .
That knows you
That serves you
That responds to you
That you do not notice

Ethical Concerns in Ambient Intelligence
Elizabeth Mayernick, Magnet Lead Teacher, Duval County Public Schools

This type of technology can be adapted to academic data sets in order to determine a student's learning profile and then adjust the learning environment to his or her needs. The more data points that can be gathered, the better the prescription is for learning. Determining the strengths and challenges of a student can then inform programs of skills enhancement, as well as appropriate levels and modes of content. In short, technology can make it possible to provide an individualized learning experience for every student.

Such technology not only serves the student directly, but also connects the student to faculty members in new ways, so they can mediate in a more deliberate manner than is currently possible. Faculty members will be able to see student information on online dashboards populated for each class. The information can include individual student needs and direct faculty members to resources to assist the students.

If courses are designed to include materials that are suited to different learning styles, faculty members no longer must teach to the middle of the class. Learning can and will adapt to each individual's needs. Faculty members will know what the students have learned and what they have missed. Faculty members can use this feedback in a variety of ways. For instance, they can assist the students in specifically identified areas of concern. They can also alter their approach to address areas in which a large number of students are showing deficiencies.

When this highly individualized and interactive learning experience is combined with social networking, new levels of interdisciplinary, inter-program, and inter-cohort dialogue and collaboration are possible. In short, adaptive technology can enhance the student's experience and it is expected to increase engagement and learning outcomes; however, technology is just the tool. The key to the successful utilization of technology is that it empowers faculty members to excel.

Summary of Results (Details in the Charts Below)

University of Phoenix offers the following to its students:

- Associate of Arts degree with more than twenty concentrations
- Bachelor programs in Business, Management, Information Technology, Criminal Justice Administration, Security, Education, Nursing, Health Administration, Human Services, Communication, English, Psychology, and Environmental Science
- Master programs in Business Administration, Management, Public Administration, Accountancy, Information Systems, Justice and Security, Education, Nursing, Health Administration, Psychology, and Counseling
- Doctorate programs in Business Administration, Management, Health Administration, Education, Industrial/Organizational Psychology, and Nursing

University of Phoenix is regionally accredited by The Higher Learning Commission,[15] a commission member of the North Central Association of Colleges and Schools. The University also has programmatic accreditations in nursing, counseling, education, and business.

University of Phoenix's commitment to diversity continues to be demonstrated in the ethnic diversity of its student demographics. Female students make up two thirds of the total enrollment, which is above national averages.

The ethnic diversity of the faculty at the University is greater than national averages. The majority of faculty members are women, again greater than national averages.

As they have in previous years, students on End-of-Course, End-of-Program, and Alumni surveys rate their experiences to be positive in all surveyed areas, including quality of faculty, curriculum, and services.

Because University of Phoenix students did not participate this year in the National Survey of Student Engagement,[16] 2010 results are republished. For the questions that relate to the University's learning goals, seniors rated their satisfaction as greater on nine questions and the same as one question as compared to seniors at master's universities and colleges.

On the Standardized Assessment of Information Literacy Skills (SAILS),[17] University of Phoenix seniors are equivalent in all eight areas compared to seniors at other institutions. University of Phoenix seniors outperform or are equivalent to University of Phoenix freshmen in all eight areas. These results are consistent with past years.

The University's electronic library continues to grow. It now has over 105,000 periodicals and a library of books of interest. The eBook Collection contains more than 2,000 electronic textbooks.

On the ETS® Proficiency Profile, University of Phoenix seniors slightly underperformed seniors in the comparison group in Critical Thinking, Reading, Writing, Mathematics, Social Sciences, and Natural Sciences. However, the differences between the two groups were slight and of limited significance. The performance of University of Phoenix seniors was equivalent to other seniors in the Humanities. The results are consistent with previous years and show a slight improvement over 2010.

The graduation rates for the University show an increase for the associate and master levels and a decline for the bachelor level. Most of the bachelor-level decline can be attributed to a corresponding increase in zero-transfer credit students in the bachelor programs. The University of Phoenix Associate Modified Graduation Rate is well above the IPEDS graduation rate for two-year institutions.

Overview Notes and Definitions

In the following tables:

- "UOPX" is University of Phoenix
- "AY2010" is the period from September 1, 2009, through August 31, 2010
- "AY2011" is the period from September 1, 2010, through August 31, 2011.
- Many employees of University of Phoenix are also students at University of Phoenix. Hence, data in the following tables will include some University of Phoenix employees.
- Most of the data in the following tables is the result of voluntary responses and thus may not reflect the total population.
- The "n" or sample size may vary by question in a survey because the respondents were not required to answer all the questions in a survey.
- "Master's universities and colleges" are institutions that offer both undergraduate and graduate degrees.

Programs

The University offers more than 100 programs at the associate through doctoral levels. Students can attend class online, in a bricks-and-mortar classroom, or a combination of both.

The following degree programs, majors, and concentrations are offered at the University.

Degree Programs, Majors, and Concentrations

Associate Programs		
Degree	Major	*Concentration*
Associate of Arts		
		Accounting
		Communications
		Criminal Justice
		Elementary Education
		Financial Services
		Foundations of Business
		General Studies
		Health Care Administration
		Health Care Administration - Medical Records
		Hospitality, Travel and Tourism
		Human Services Management
		Information Technology
		Information Technology/Database Development
		Information Technology/Desktop Support
		Information Technology/General
		Information Technology/Information Technology Support
		Information Technology/Network Support
		Information Technology/Networking
		Information Technology/Programming
		Information Technology/Visual Communication
		Information Technology/Web Design
		Paraprofessional Education
		Psychology

Baccalaureate Programs		
Degree	Major	*Concentration*
Bachelor of Arts		
	English	
Bachelor of Science		
	Accounting	
	Biological Sciences	
	Business	
		Accounting
		Administration
		Communications
		E-Business
		Finance
		Global Management
		Hospitality Management
		Human Resource Management
		Information Systems
		Integrated Supply Chain and Operations Management
		Management
		Marketing
		Organizational Innovation
		Project Management
		Public Administration
		Public Sector
		Retail Management
		Service Sector
		Small Business Management & Entrepreneurship
		Sustainable Enterprise Management
	Communication	
		Communication & Technology
		Culture & Communication
		Marketing & Sales Communication

Baccalaureate Programs (continued)		
Degree	Major	*Concentration*
Bachelor of Science (continued)		
	Criminal Justice Administration	
	Criminal Justice Administration with concentrations in:	
		Human Services
		Institutional Healthcare
		Management
	Education	
		Elementary Education
	Environmental Science	
	Health Administration	
	Health Administration with concentrations in:	
		Emergency Management
		Health Information Systems
		Health Management
		Long Term Care
	Health Administration	
	History	
	Human Services	
	Human Services with concentrations in:	
		Management
	Information Technology	
		Advanced Networking
		Business System Analysis
		Database Administration
		Information Systems Security
		Multimedia & Visual Communication
		Networking & Telecommunications
		Software Engineering
		Web Development
	Liberal Studies	
	Management	
	Management with concentrations in:	
		Manufacturing Sector
	Nursing	
	Organizational Security and Management	
	Psychology	

Graduate Programs		
Degree	Major	*Concentration*
Master		
	Business Administration	
	Business Administration with concentrations in:	
		Accounting
		Energy Management
		Global Management
		Health Care Management
		Human Resources Management
		Marketing
		Project Management
		Technology Management
	Health Administration	
	Health Administration with concentrations in:	
		Education
		Gerontology
		Informatics
	Information Systems	
	Management	
	Management with concentrations in:	
		Human Resources Management
	Public Administration	

Graduate Programs (continued)		
Degree	Major	*Concentration*
Master of Arts		
	Education	
		Administration and Supervision
		Adult Education & Training
		Curriculum & Instruction
		Curriculum & Instruction - Computer Education
		Curriculum & Instruction - English and Language Arts Education
		Curriculum & Instruction - English as a Second Language Education
		Curriculum & Instruction - Mathematics Education
		Curriculum & Instruction - Reading
		Early Childhood Education
		Elementary Education - Middle Level
		Elementary Teacher Education
		Elementary Teacher Education, Early Childhood
		Secondary Teacher Education
		Secondary Teacher Education, High School, Middle Level
		Special Education
		Teacher Education - Middle Level Generalist
		Teacher Education - Middle Level Mathematics
		Teacher Education - Middle Level Science
		Teacher Education - Secondary Mathematics
		Teacher Education - Secondary Science
		Teacher Leadership

Graduate Programs (continued)		
Degree	Major	*Concentration*
Master of Science		
	Accountancy	
	Administration of Justice & Security	
	Counseling	
		Clinical Mental Health Counseling
		Community Counseling
		Marriage and Family Counseling
		Marriage, Family, and Child Therapy
		School Counseling
	Nursing	
	Nursing with concentrations in:	
		Family Nurse Practitioner
		Health Care Education
		Informatics
		Master of Health Administration (Dual Major)
		Master of Business Administration/Health Care Management (Dual Major)
	Psychology	

Doctoral Programs		
Degree	Major	*Concentration*
Doctor	Business Administration	
	Education	
		Educational Leadership
		Educational Leadership/Curriculum and Instruction
		Educational Leadership/Educational Technology
	Health Administration	
	Management	
		Organizational Leadership
		Organizational Leadership/ IS&T
Doctor of Philosophy		
	Higher Education Administration	
	Industrial/Organizational Psychology	
	Nursing	
Educational Specialist		

Accreditation

University of Phoenix operates campuses and learning centers in 40 states, the District of Columbia, and Puerto Rico. The University must conform to all state and national laws regarding licensed businesses and the regulations of various departments of education as well as higher education regulatory authorities in each jurisdiction in which the University operates.

University of Phoenix is regionally accredited by The Higher Learning Commission, a commission member of the North Central Association of Colleges and Schools. The University has held this accreditation since 1978. In addition to regional accreditation, the University holds four programmatic accreditations.

Programmatic Accreditation

Program	Accrediting Body	Acronym	Address
Nursing	Commission on Collegiate Nursing Education	CCNE	www.aacn.nche.edu American Association of Colleges of Nursing One Dupont Circle NW Suite 530 Washington, DC 20036
Counseling	Council for Accreditation of Counseling and Related Educational Programs	CACREP	www.cacrep.org Council for Accreditation of Counseling and Related Educational Programs 1001 North Fairfax Street Suite 510 Alexandria, VA 22314
Business	Accreditation Council for Business Schools and Programs	ACBSP	www.acbsp.org Accreditation Council for Business Schools and Programs 11520 West 119th Street Overland Park, KS 66213
Education	Teacher Education Accreditation Council	TEAC	www.teac.org Teacher Education Accreditation Council One Dupont Circle NW Suite 320 Washington, DC 20036

DEMOGRAPHICS

Students

Throughout its history, the University has sought to provide access to higher education for all those who are willing to put in the effort to earn a degree. The University's student body remains diverse; as an example, 18 percent are African American, compared to a national average of 12 percent. Undergraduate enrollment and graduate enrollment at University of Phoenix are both more ethnically diverse than national averages.

In the following tables, the source for National 2009 Fall Enrollment is Table 1, Institute of Education Services, NCES, Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohort:

Diversity: All students

	UOPX 2009 IPEDS Fall Enrollment	UOPX 2010 IPEDS Fall Enrollment	National 2009 Fall Enrollment
White/White non-Hispanic	35.8	36.3	56.4
Black or African American/Black non-Hispanic	18.3	18.4	12.9
Hispanic or Latino/Hispanic	7.5	8.2	11.2
Asian	2.1	1.4	5.8
Native Hawaiian or other Pacific Islander		0.8	
American Indian/Alaskan native	0.8	0.8	0.9
Non-Resident Alien	2.5	2.2	3.3
Two or More Races		0.6	0.4
Race/Ethnicity Unknown	33	31.3	9

Diversity: Undergraduate Students

	UOPX 2009 IPEDS Fall Enrollment	UOPX 2010 IPEDS Fall Enrollment	National 2009 Fall Enrollment
White/White non-Hispanic	36	36.8	56.6
Black or African American/Black non-Hispanic	17.5	17.7	13.3
Hispanic or Latino/Hispanic	7.5	8.4	12.1
Asian	1.8	1.1	5.8
Native Hawaiian or other Pacific Islander		0.7	
American Indian/Alaskan native	0.9	0.8	1
Non-Resident Alien	2	1.9	2.1
Two or More Races		0.7	0.5
Race/Ethnicity Unknown	34.3	31.9	8.6

Diversity: Graduate Students

	UOPX 2009 IPEDS Fall Enrollment	UOPX 2010 IPEDS Fall Enrollment	National 2009 Fall Enrollment
White/White non-Hispanic	34.9	34.1	55.5
Black or African American/Black non-Hispanic	21.6	22	10.4
Hispanic or Latino/Hispanic	7.3	7.4	5.6
Asian	3.3	2.4	5.9
Native Hawaiian or other Pacific Islander		0.7	
American Indian/Alaskan native	0.7	0.7	0.6
Non-Resident Alien	4.8	3.8	10.7
Two or More Races		0.3	0.2
Race/Ethnicity Unknown	27.4	28.6	11.3

Female students make up two thirds of the total enrollment, which is above national averages. Female enrollments at both the undergraduate level and the graduate level are also greater than national averages.

Gender: All Students

	UOPX 2009 IPEDS Fall Enrollment	UOPX 2010 IPEDS Fall Enrollment	National 2009 Fall Enrollment
Female	68.5	68.9	57
Male	31.5	31.1	43

Gender: Undergraduate Students

	UOPX 2009 IPEDS Fall Enrollment	UOPX 2010 IPEDS Fall Enrollment	National 2009 Fall Enrollment
Female	68.5	68.9	56.7
Male	31.5	31.1	43.3

Gender: Graduate Students

	UOPX 2009 IPEDS Fall Enrollment	UOPX 2010 IPEDS Fall Enrollment	National 2009 Fall Enrollment
Female	68.4	69	59
Male	31.6	31	41

Faculty

The ethnic diversity of the faculty at the University is greater than national averages. Both the percentage of Black and Hispanic faculty had notable increases from 2010 to 2011.

The majority of faculty members are women, which is also greater than national averages. The percentage of female faculty increased from 2010 to 2011.

In the following tables, the source for National Fall 2009 is the Digest of Education Statistics, Table 256, Employees in degree granting institutions...Fall 2009.

Diversity: Faculty

	UOPX 2009 IPEDS HR	UOPX 2010 IPEDS HR	National Fall 2009
White/White non-Hispanic	69.1	66.6	74.9
Black or African American/Black non-Hispanic	17.9	18.6	6.6
Hispanic or Latino/Hispanic	4.8	5.6	4
Asian	3.4	3.5	6
Native Hawaiian or other Pacific Islander		0.1	
American Indian/Alaskan native	0.6	0.6	0.5
Non-Resident Alien	1.5	0.1	2.8
Two or More Races		0	0
Race/Ethnicity Unknown	2.7	4.9	5.2

Gender: Faculty

	UOPX 2009 IPEDS HR	UOPX 2010 IPEDS HR	National Fall 2009
Female	53.5	57	47.1
Male	46.5	43	52.9

Student Satisfaction

The University regularly conducts student satisfaction surveys and uses the results to implement change within the organization.

Student End-of-Course Survey

An internal Student End-of-Course Survey (SEOCS) is administered at the end of every course at University of Phoenix. On these surveys, students rate faculty, curriculum, and services positively. The scale was changed this year to allow a Net Promoter Score to be calculated in the future.

Student End-of-Course Surveys (SEOCS)

End-of-Course Survey Scale 0-10 (previously 1-5)*	UOPX AY2011 *n* =1,425,835
Recommend UOPX	8.53
Recommend Instructor	8.4
Helpful Instructor Feedback	8.4
Satisfied with Curriculum	8.29
Satisfied with Learning Experience	8.33
Academic Advisor	8.53
Financial Advisor	8.2

** 0 = strongly disagree, 10 = strongly agree*

End-of-Program Survey

On an internal End-of-Program Survey (EOP), students rate all services and categories positively.

End-of-Program Survey (EOPS)

End-of-Program Survey Scale 1-5*	UOPX AY2010 *n* = 24,753	UOPX Sept – Nov, 2011** *n* = 5,394
Enrollment Counseling	4.29	4.26
Academic Advising	4.2	4.18
Financial Aid Services	3.86	3.87
Quality of Instruction	4.37	4.32
Availability of Faculty	3.75	3.79

** 0 = strongly disagree, 5 = strongly agree*

*** Due to system issues, data collection was limited to a three-month period. The prior year data covered a twelve-month period.*

Alumni Survey

On an internal Alumni Survey, alumni rate their University of Phoenix education positively. Because the Alumni Survey is conducted every other year, 2010 results are being republished.

Alumni Survey

Alumni Survey Scale 1-5*	UOPX AY2010 *n* =5,978
Would recommend UOPX	4.05
Education met expectations	4.02
UOPX offers high quality education	4.1
UOPX education is useful in career	3.99
UOPX degree comparable to similar degrees from other institutions	3.75

** 0 = strongly disagree, 5 = strongly agree*

National Survey of Student Engagement

University of Phoenix also uses an external measure of student satisfaction, the National Survey of Student Engagement (NSSE).

Because University of Phoenix students did not participate this year in the National Survey of Student Engagement,[18] 2010 results are being republished. For the questions that relate to the University's learning goals, seniors rated their satisfaction as greater on nine questions and the same on one question as compared to seniors at master's universities and colleges.

National Survey of Student Engagement (NSSE)

NSEE Questions that relate to UOPX Learning Goals Percentage of seniors who felt their college/university contributed "quite a bit" or "very much" to their knowledge, skills, and personal development in the following areas:	UOPX AY2009 *n* = 781	Master's Universities and Colleges
Acquiring a broad general education	84%	84%
Acquiring job or work-related knowledge and skills	82%	77%
Developing a personal code of values and ethics	67%	63%
Thinking critically and analytically	91%	88%
Analyzing quantitative problems	82%	75%
Solving complex real-world problems	75%	64%
Writing clearly and effectively	90%	79%
Speaking clearly and effectively	87%	75%
Using computing and information technology	84%	80%
Working effectively with others	89%	81%

Information Literacy

The skills required to become successful in the digital workplace are woven throughout the five Learning Goals required for all University of Phoenix courses and programs: professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration.

The University has taken steps to ensure that the way students learn emulates the way professionals work. The University Library houses more than 105,000 electronic periodicals as well as e-books of interest. The eBook Collection is made up of 2,000 electronic books. Students and faculty have access to the entire eBook Collection throughout their degree programs. The University Library and eBook Collection are available to users seven days a week from anywhere there is an Internet connection.

In addition to math and writing tutorials, the University also utilizes simulations, virtual laboratories and virtual organizations in courses. Virtual organizations are realistic web-based businesses, schools, health care and government organizations that promote authentic assessment by immersing students into problem-based learning environments. Nursing utilizes simulation laboratory mannequins.

Standardized Assessment of Information Literacy Skills

In an effort to benchmark student achievement in information literacy as compared to students from other institutions, the University uses the Standardized Assessment of Information Literacy Skills (SAILS), originally developed by Kent State University.[15]

The SAILS is based on the following Association of College and Research Libraries (ACRL)[19] Information Literacy Competency Standards for Higher Education:

- Standard I: The information literate student determines the nature and extent of the information needed.
- Standard II: The information literate student accesses needed information effectively and efficiently.
- Standard III: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- Standard V:* The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

**ACRL Standard IV is not used in the SAILS assessment.*

On the SAILS, University of Phoenix freshmen are equivalent in seven of the eight areas compared to freshmen at master's universities and colleges. In the eighth area, Evaluating Sources, University of Phoenix freshmen outperform other freshmen at master's universities and colleges.

University of Phoenix seniors are equivalent in all eight areas compared to seniors at master's universities and colleges. University of Phoenix seniors outperform University of Phoenix freshmen in five of the eight areas. Seniors and freshmen performed equivalently in the other three areas.

In the following tables:

- Outperformed = UOPX students had a significantly higher mean score on the skill set compared to their peers in the comparison group.
- Equivalent = the mean scores for UOPX students and their peers in the comparison group were statistically equivalent.
- Underperformed = UOPX students had a significantly lower mean score than their peers in the comparison group.
- Alpha (a) =.05 for all significance tests.
- Std. Error = Standard Error
- Scores range from 0 to 1,000

SAILS: Freshmen

Skill Set	UOPX AY2011 *n* =327		Master's Universities & Colleges *n* = 9,965		UOPX Performance vs. Comparison Group
	Mean	Std. Error	Mean	Std. Error	
Developing Research Strategy	492	12	485	2	Equivalent
Selecting Finding Tools	520	16	505	3	Equivalent
Searching	477	14	465	3	Equivalent
Using Finding Tools Features	530	18	528	4	Equivalent
Retrieving Sources	551	19	535	4	Equivalent
Evaluating Sources	503	14	470	3	Outperformed
Documenting Sources	416	19	438	4	Equivalent
Understanding Economic, Legal, Social Issues	445	14	432	3	Equivalent

SAILS: Seniors

Skill Set	UOPX AY2011 *n* =124		Master's Universities & Colleges *n* = 2,881		UOPX Performance vs Comparison Group
	Mean	Std. Error	Mean	Std. Error	
Developing Research Strategy	536	19	525	5	Equivalent
Selecting Finding Tools	548	25	547	6	Equivalent
Searching	525	24	510	5	Equivalent
Using Finding Tools Features	572	28	572	6	Equivalent
Retrieving Sources	601	27	597	7	Equivalent
Evaluating Sources	535	23	512	5	Equivalent
Documenting Sources	478	28	503	6	Equivalent
Understanding Economic, Legal, Social Issues	496	24	480	5	Equivalent

SAILS: Seniors vs. Freshmen

Skill Set	UOPX Freshmen *n* =327		UOPX Seniors *n* =124		UOPX Seniors vs. UOPX Freshmen
	Mean	Std. Error	Mean	Std. Error	
Developing Research Strategy	492	12	536	19	Outperformed
Selecting Finding Tools	520	16	548	25	Equivalent
Searching	477	14	525	24	Outperformed
Using Finding Tools Features	530	18	572	28	Equivalent
Retrieving Sources	551	19	601	27	Outperformed
Evaluating Sources	503	14	535	23	Equivalent
Documenting Sources	416	19	478	28	Outperformed
Understanding Economic, Legal, Social Issues	445	14	496	24	Outperformed

Academic Proficiency and Progress

In the last twenty years, the accreditation community has placed significantly greater emphasis on the importance of assessing student learning.

ETS® Proficiency Profile

As a part of its assessment process, University of Phoenix uses the ETS® Proficiency Profile developed by the Educational Testing Service (ETS).[20] The tool measures college-level skills in critical thinking, reading, writing, mathematics, humanities, social sciences, and natural sciences for undergraduate students. The assessment provides comparative data for more than 375,000 students nationwide at 380 institutions.

For academic year 2011:
Compared to freshmen at master's universities and colleges:

- University of Phoenix freshmen performed equivalently in Humanities and Social Sciences.
- University of Phoenix freshmen slightly underperformed in Critical Thinking, Reading, Writing, and Natural Sciences. However, the differences between the two groups were slight and of limited practical significance.
- University of Phoenix freshmen moderately underperformed in Mathematics.

Compared to seniors at master's universities and colleges:

- University of Phoenix seniors slightly underperformed in Critical Thinking, Reading, Writing, Mathematics, Social Sciences, and Natural Sciences. However, the differences between the two groups were slight and of limited practical significance.
- University of Phoenix seniors performed equivalently in Humanities.

University seniors slightly outperformed University freshmen in all skill sets.

In the following tables:

- Strongly Outperformed = UOPX had a significantly higher mean score than the comparison group with an absolute effect size of greater than 0.80.
- Moderately Outperformed = UOPX had a significantly higher mean score than the comparison group with an absolute effect size of 0.51-0.80.
- Slightly Outperformed = UOPX had a significantly higher mean score than the comparison group with an absolute effect size of 0.20-0.50.
- Equivalent = there was a non-significant difference between UOPX and the comparison group mean scores or a significant difference with an absolute effect size of less than 0.20.
- Slightly Underperformed = UOPX had a significantly lower mean score than the comparison group with an absolute effect size of 0.20-0.50.
- Moderately Underperformed = UOPX had a significantly lower mean score than the comparison group with an absolute effect size of 0.51-0.80
- Strongly Underperformed = UOPX had a significantly lower mean score than the comparison group with an absolute effect size of greater than 0.80.
- Std. Dev. = Standard Deviation.
- Alpha(a) = .05 for all significance tests.
- Scores range from 100 to 130.

ETS: Freshmen

Skill Set	UOPX AY2011 *n* = 2,661		Master's Universities and Colleges *n* = 6,985 (weighted)		UOPX Performance vs. Comparison Group
	Mean	Std. Dev.	Mean	Std. Dev.	
Critical Thinking	108.1	5.1	109.6	5.9	Slightly Underperformed
Reading	113.7	6.9	115.3	6.9	Slightly Underperformed
Writing	110.7	4.8	112.5	5	Slightly Underperformed
Mathematics	108.1	4.4	111.2	5.9	Moderately Underperformed
Humanities	112.5	5.8	112.7	6.2	Equivalent
Social Sciences	110.8	5.7	111.5	5.8	Equivalent
Natural Sciences	111.7	5.7	113.3	5.7	Slightly Underperformed

ETS: Seniors

Skill Set	UOPX AY2011 *n* =2,984 (weighted)		Master's Universities and Colleges *n* =34,387 (weighted)		UOPX Performance vs. Comparison Group
	Mean	Std. Dev.	Mean	Std. Dev.	
Critical Thinking	109.6	5.9	112.5	6.5	Slightly Underperformed
Reading	116	7.2	118.6	6.8	Slightly Underperformed
Writing	112.9	5.2	114.5	4.9	Slightly Underperformed
Mathematics	110.4	5.5	113.3	6.2	Slightly Underperformed
Humanities	114.2	6.3	115.4	6.5	Equivalent
Social Sciences	112.4	6.2	114.2	6.2	Slightly Underperformed
Natural Sciences	113.5	6	115.8	5.8	Slightly Underperformed

ETS: Seniors vs. Freshmen

Skill Set	UOPX Freshmen	UOPX Seniors (weighted)	UOPX Seniors vs. UOPX Freshmen
Critical Thinking	108.1	109.6	Slightly Outperformed
Reading	113.7	116	Slightly Outperformed
Writing	110.7	112.9	Slightly Outperformed
Mathematics	108.1	110.4	Slightly Outperformed
Humanities	112.5	114.2	Slightly Outperformed
Social Sciences	110.8	112.4	Slightly Outperformed
Natural Sciences	111.7	113.5	Slightly Outperformed

Graduation Rates

The graduation rate is specified by the National Center for Education Statistics (NCES)[21] to be calculated for ".students entering the institution as full-time, first-time, degree/ certificate-seeking undergraduate students in a particular year (cohort)."

In this report, the "modified graduation rate" is for all enrolled students, including first-time attendees as well as those with prior college experience. This "modified" rate is defined as the percentage of students who completed at least three University of Phoenix credits and went on to be degree-complete. Data are for the number of students entering the University as degree-seeking students in a particular cohort year. Thus, the calculation in this report is a modification and includes more types of students than does the NCES graduation rate calculation.

The modified graduation rates for the University show an increase for the associate and master levels and a decline for the bachelor level. Most of the bachelor-level decline can be attributed to an increase in zero-transfer credit students. There is a high correlation between more transfer credits and higher graduation rates for non-traditional students. University of Phoenix associate modified graduation rate is well above the IPEDS graduation rates for two-year institutions.

University of Phoenix Modified Graduation Rate Table

Program Level	3 year	4 year	6 year	8 year
Revised Associate 2005 cohort*	32%	35%		
Associate 2006 cohort	34%	36%		
Bachelor 2002 cohort			34%	36%
Bachelor 2003 cohort			31%	33%
Graduate 2005 cohort**	55%	63%		
Master 2006 cohort	60%	64%		
Doctorate 2003 cohort			36%	

**In the 2010 Academic Annual Report, the Associate 2005 cohort completion rate was reported as 23% for 3 Years and 24% for >3 Years. Historically, University of Phoenix had a limited number of Associate students. A large number of Associate students transferred from Western International University (WIU) to the University of Phoenix in 2006. The Associate 2005 cohort reported in the 2010 Academic Annual Report included all students that potentially could transfer to University of Phoenix from WIU and those students that enrolled directly as Associate students into University of Phoenix. The Revised Associate 2005 cohort that is being reported is the Associate students that actually did transfer to University of Phoenix from WIU and those students that enrolled directly as Associate students into University of Phoenix.*

***In the 2010 Academic Report, the Graduate 2005 cohort included both Master and Doctorate students. This year, "Graduate" is being broken into separate "Master" and "Doctorate" cohorts.*

In the following table, the source is Table 7, Institute of Educational Services, NCES, Enrollment in Postsecondary Institutions, Fall 2009; Graduation Rates, 2003 & 2006 Cohorts...

Public Title IV Institutions IPEDS Graduation Rates

Program Level	3 year	4 year	6 year	8 year
Associate 2006 cohort	22%			
Bachelor 2003 cohort			56%	
Master	n/a	n/a		
Doctorate			n/a	

University Orientation and First Year Sequence

In November 2010, a free University Orientation workshop was implemented to ensure that students with limited prior college experience better understand the time and effort required to be successful in University programs prior to actually enrolling in the University. University Orientation is three weeks long and delivered in the same format as in existing classes. Students must complete assignments in a manner similar in nature to the way they will be working in class. Of those who start Orientation, approximately 80 percent enroll in University of Phoenix, while approximately 20 percent opt out before incurring any debt. Students who opt out are generally leaving with a positive experience. For students who went through Orientation and then enrolled in the University, first-course completion rates were higher than prior-year levels.

Some of this retention success can be attributed to the First-Year Sequence, which was introduced in February 2010. The First-Year Sequence was designed using a laddering approach to the sequence of courses. Concepts and skills introduced in early classes are reinforced with work in later classes.

Student Salary Increases While Enrolled

Many University of Phoenix students are employed full time while enrolled. Internal research has shown that University of Phoenix students' average annual salaries for the time they are enrolled in their program of study increase at higher rates than the national average salary increase for the same time period.

In addition to the figures the University has compiled, in June 2011 the Center for College Affordability and Productivity noted the following on their website, "...the typical University of Phoenix alumni earns slightly more than those from the traditional competitive schools at every level of experience throughout their career."[22]

ENDNOTES

1 Partnership for 21st Century Skills (March 2011), *Framework for 21st Century Learning* http://p21.org/documents/1.__p21_framework_2-pager.pdf

2 "Apple Classrooms of Tomorrow–Today: Learning for the 21st Century." 2008 http://ali.apple.com/acot2/

3 Edyburn, Dave. "Failure Is Not an Option." *Learning & Leading with Technology*. September 2006. pp. 20-23

4 Ibid

5 "Apple Classrooms of Tomorrow Today" 2008 http://ali.apple.com/acot2/

6 Redish, Joe. University of Maryland. As cited in "Don't Lecture Me: Rethinking How College Students Learn.: Hanford, Emily. 2011. http://mindshift.kqed.org/2011/09/dont-lecture-me-rethinking-how-college-students-learn/

7 Ibid

8 Hanford, Emily. "Don't Lecture Me: Rethinking How College Students Learn. 2011. http://mindshift.kqed.org/2011/09/dont-lecture-me-rethinking-how-college-students-learn/

9 Birch& Sankey 2008; Sankey & St Hill 2005 as reported by Dawn Birch, Bruce Burnett in "Brining Academics on Board: Encouraging Institution-Wide Diffusion of E-Learning Environments." *Australasian Journal of Educational Technology* 2009. pp. 117-134

10 Jochems, et al., 2004; Sankey & St Hill, 2005; Sweller, 1999 as reported by Dawn Birch, Bruce Burnett in "Brining Academics on Board: Encouraging Institution-Wide Diffusion of E-Learning Environments." *Australasian Journal of Educational Technology* 2009. pp. 117-134

11 Moreno and Mayer, 2007 as reported by Dawn Birch, Bruce Burnett in "Brining Academics on Board: Encouraging Institution-Wide Diffusion of E-Learning Environments." *Australasian Journal of Educational Technology* 2009. pp. 117-134

12 Parry, Marc. "Linked In With: a Writer Who Questions the Wisdom of Teaching With Technology." *The Chronicle of Higher Education*. July 2010.

13 http://www.ubiq.com/hypertext/weiser/WeiserNewsQuotes.html

14 "Partnership for 21st Century Skills." March 2011. *Framework for 21st Century Learning*. http://p21.org/documents/1.__p21_framework_2-pager.pdf

15 The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413. http://www.ncahlc.org

16 National Survey of Student Engagement. http://www.nsse.iub.edu

17 Project SAILS. https://www.projectsails.org

18 National Survey of Student Engagement. http://www.nsse.iub.edu

19 Association of College and Research Libraries. http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

20 Educational Testing Service. http://www.ets.org/about/who

21 National Center for Education Statistics. http://nces.ed.gov/ipeds

22 The Center for College Affordability and Productivity. Chart of the Week: Alumni Salary at Traditional Colleges vs. U. of Phoenix. Posted on June 8th, 2011. http://centerforcollegeaffordability.org/archives/2130/

University of Phoenix

IRN	Official Name (Last, First M)	Degree	Institution Earned	Year Earned
ONLINE	AGENA, DIANE K	DOCTORATE	PURDUE UNIVERSITY	2006
ONLINE	ALBERT, JULINE	DOCTORATE	UNIVERSITY OF NEBRASKA - LINCOLN	2004
ONLINE	ANDREASSEN, AMY	MASTER	TRINITY UNIVERSITY	1997
ONLINE	ANDRINGA, HELEN	MASTER	WESTERN ILLINOIS UNIVERSITY	2004
ONLINE	ASK, ANGELA	MASTER	UNIVERSITY OF NEBRASKA MEDICAL CENTER	2005
ONLINE	AULD, PHILLIP J	MASTER	NORTHERN ILLINOIS UNIVERSITY	1987
ONLINE	BARRETT, RICHARD Q	MASTER	UNIVERSITY OF IOWA	1984
ONLINE	BETTERTON, JOEL S	MASTER	IOWA STATE UNIVERSITY	1998
ONLINE	BINDER, DAVID A	MASTER	UNIVERSITY OF MICHIGAN	1975
ONLINE	BISHOP, JOLAN K	MASTER	YOUNGSTOWN STATE UNIVERSITY	2004
ONLINE	BOUSEMAN, TIMOTHY	MASTER	TRIDENT UNIVERSITY INTERNATIONAL	2006
ONLINE	BRAL, CONNA S	DOCTORATE	UNIVERSITY OF NEBRASKA - LINCOLN	2007
ONLINE	BRATTVET, JAMES R	MASTER	KENNESAW STATE UNIVERSITY	2003
ONLINE	BRICKER, DAWN M	MASTER	CLARKSON COLLEGE	2010
ONLINE	BRUGGEMANN, CHAD C	MASTER	DRAKE UNIVERSITY	2001
ONLINE	BURFORD, DAWN	DOCTORATE	SOUTHERN ILLINOIS UNIVERSITY CARBONDALE	2002
ONLINE	CHRISTENSEN, JAY	MASTER	DES MOINES UNIVERSITY - OSTEOPATHIC MEDICAL CENTER	2001
ONLINE	DILLON, JOSEPH M	MASTER	UNIVERSITY OF PHOENIX	2006
ONLINE	DUHN, SAMANTHA	MASTER	NORTHCENTRAL UNIVERSITY	2009
ONLINE	FITZ-RANDOLPH, MEGGE H	MASTER	WARREN WILSON COLLEGE	1993
ONLINE	FLANAGAN, SHAWN W	DOCTORATE	UNIVERSITY OF IOWA	1996
ONLINE	FLEMING, JOLEEN M	MASTER	UNIVERSITY OF PHOENIX	2001
ONLINE	FRAD, CORINNE L	MASTER	UPPER IOWA UNIVERSITY	2005
ONLINE	FULLER, SHERI L	MASTER	UNIVERSITY OF PHOENIX	2004
ONLINE	GAUTHIER, MIRANDA C	MASTER	ILLINOIS INSTITUTE OF TECHNOLOGY	2009
ONLINE	GILLESPIE, JENNA M	MASTER	AZUSA PACIFIC UNIVERSITY	2006
ONLINE	GOINGS, CHAD A	MASTER	UNIVERSITY OF ARKANSAS AT FAYETTEVILLE	2002

IRN	Official Name (Last, First M)	Degree	Institution Earned	Year Earned
ONLINE	GRIMM, JESSICA M	MASTER	GRACELAND UNIVERSITY	2005
ONLINE	GRONEWOLD, INEZ L	MASTER	UNIVERSITY OF PHOENIX	2002
ONLINE	GRUBERT, ERICH P	MASTER	CARDINAL STRITCH UNIVERSITY	2003
ONLINE	HALL, KRISTYN L	MASTER	UNIVERSITY OF PHOENIX	2004
ONLINE	HARRIS, J. PHILLIP P	DOCTORATE	UNIVERSITY OF PHOENIX	2011
ONLINE	HAWF, CASSIDY J	MASTER	CAPELLA UNIVERSITY	2006
ONLINE	HELBLING, CHRISTINE M	MASTER	CREIGHTON UNIVERSITY	1992
ONLINE	HILTON, TOD M	DOCTORATE	UNIVERSITY OF PHOENIX	2010
ONLINE	HOEY, REBECCA	DOCTORATE	UNIVERSITY OF SOUTH DAKOTA	2012
ONLINE	HOGAN, MARIAN	MASTER	UNIVERSITY OF IOWA	1997
ONLINE	HUTCHINSON, TERESA L	MASTER	SAINT AMBROSE UNIVERSITY	2003
ONLINE	JANNUSCH, DANIELLE	DOCTORATE	UNIVERSITY OF IOWA	2008
ONLINE	JOHNSON, ERIC D	MASTER	UNIVERSITY OF IOWA	2008
ONLINE	JULIUS, ALISSA	MASTER	GRAND CANYON UNIVERSITY	2008
ONLINE	KAPLER, MARY F	MASTER	UNIVERSITY OF PHOENIX	2005
ONLINE	KEDLEY-BERGMANN, KATE E	MASTER	NORTHERN ARIZONA UNIVERSITY	2005
ONLINE	KEELING, JOYCE	MASTER	UNIVERSITY OF NORTHERN IOWA	1996
ONLINE	KERSEY, VICTOR	DOCTORATE	CAPELLA UNIVERSITY	2006
ONLINE	KLINGFUS, MICHELLE	MASTER	UNIVERSITY OF NORTHERN IOWA	2007
ONLINE	KLUBEK, JILL	MASTER	SOUTHERN ILLINOIS UNIVERSITY CARBONDALE	1998
ONLINE	KRAMER, PAUL A	MASTER	MARQUETTE UNIVERSITY	2000
ONLINE	LASHIER, ANNE K	MASTER	MINNESOTA STATE UNIVERSITY, MANKATO	1985
ONLINE	LIESSMANN, CHRISTINA L	DOCTORATE	UNIVERSITY OF NEVADA - RENO	2007
ONLINE	LIPPERT, AMY L	MASTER	UNIVERSITY OF PHOENIX	2007
ONLINE	LIVELY, MICHELE G	MASTER	UNIVERSITY OF PHOENIX	1997
ONLINE	MAHRT, AMBER	MASTER	CLARKSON COLLEGE	2010
ONLINE	MANLEY, SHARI	MASTER	UNIVERSITY OF NORTHERN IOWA	2000
ONLINE	MANOCK, JULIANNE K	MASTER	DRAKE UNIVERSITY	1999
ONLINE	MC LEAN, TAMI L	MASTER	UNIVERSITY OF NORTHERN IOWA	2002
ONLINE	MC NEIL, LEESA A	MASTER	UNIVERSITY OF DENVER	1981

IRN	Official Name (Last, First M)	Degree	Institution Earned	Year Earned
ONLINE	MCQUERRY, TIFFANY R	MASTER	UNIVERSITY OF NORTHERN IOWA	2005
ONLINE	MOSS, ALLISHA L	MASTER	IOWA STATE UNIVERSITY	2005
ONLINE	MYERS, CHRISTOPHER	DOCTORATE	UNIVERSITY OF IOWA	2009
ONLINE	NESS, CARL	MASTER	NORWICH UNIVERSITY	2006
ONLINE	NOSBISCH, MATTHEW M	MASTER	UNIVERSITY OF PHOENIX	2005
ONLINE	NOVAK, DAWN	MASTER	UPPER IOWA UNIVERSITY	2009
ONLINE	OVERTURF, HOLLY A	MASTER	UNIVERSITY OF NORTHERN IOWA	2009
ONLINE	OWEN, MARTHA L	MASTER	DES MOINES UNIVERSITY - OSTEOPATHIC MEDICAL CENTER	1996
ONLINE	PATEL, HINA S	DOCTORATE	IOWA STATE UNIVERSITY	2004
ONLINE	RAHMAN, AKM	MASTER	UNIVERSITY OF IOWA	2010
ONLINE	RAWSON, RITA L	MASTER	UNIVERSITY OF IOWA	1998
ONLINE	RICHIE, AMY	MASTER	CAPELLA UNIVERSITY	2007
ONLINE	ROMAGNOLI, STEPHANIE	MASTER	UNIVERSITY OF PHOENIX	2004
ONLINE	SANCHEZ PORTILLO, IVAN	MASTER	SOUTHERN ILLINOIS UNIVERSITY CARBONDALE	2009
ONLINE	SCHULTE, MONA R	MASTER	MORNINGSIDE COLLEGE	1994
ONLINE	SHIPLEY, LUCINDA	MASTER	A. T. STILL UNIVERSITY OF HEALTH SCIENCES	2009
ONLINE	SHREVE, SARA	MASTER	UNIVERSITY OF IOWA	2010
ONLINE	SIPMA, TRACY J	MASTER	UPPER IOWA UNIVERSITY	2010
ONLINE	SITZMANN, BETH I	MASTER	UNIVERSITY OF PHOENIX	2000
ONLINE	SMITH, STEVEN L	MASTER	UNIVERSITY OF PHOENIX	2003
ONLINE	SOEDT, RYAN D	MASTER	SAINT AMBROSE UNIVERSITY	2004
ONLINE	STINES, ELIJAH J	DOCTORATE	IOWA STATE UNIVERSITY	2012
ONLINE	STOCK, KAREN	MASTER	IOWA STATE UNIVERSITY	1995
ONLINE	STROBEL, CATHERINE	MASTER	OHIO UNIVERSITY	2000
ONLINE	THEISEN, LOIS	MASTER	LOYOLA UNIVERSITY CHICAGO	1972
ONLINE	THOMAS, GREGORY A	DOCTORATE	IOWA STATE UNIVERSITY	2000
ONLINE	THRONE, ROBIN L	DOCTORATE	UNION INSTITUTE AND UNIVERSITY	2000
ONLINE	TRAN, SANH	MASTER	UNIVERSITY OF IOWA	2006
ONLINE	TRIPP, CAROL M	MASTER	AZUSA PACIFIC UNIVERSITY	1990
ONLINE	UHL, STEVEN L	MASTER	UNIVERSITY OF SOUTH DAKOTA	1979

IRN	Official Name (Last, First M)	Degree	Institution Earned	Year Earned
ONLINE	VAN WILLIGEN, CARLIE D	MASTER	SAINT AMBROSE UNIVERSITY	1992
ONLINE	WEETS, TERA L	MASTER	UNIVERSITY OF PHOENIX	2007
ONLINE	WELLS, ROD C	MASTER	UNIVERSITY OF IOWA	1997
ONLINE	WILL, FREDERIC	DOCTORATE	YALE UNIVERSITY	1954
ONLINE	WISE, REBECCA A	MASTER	DRAKE UNIVERSITY	2010
ONLINE	WISER, ZACHARY	MASTER	IOWA STATE UNIVERSITY	2005
ONLINE	WOJTECKI, JOHN A	MASTER	DRAKE UNIVERSITY	1999
ONLINE	YOUNGS, DARIN	MASTER	NORTH PARK UNIVERSITY	1996
ONLINE	ZIMMERMAN, EVEMARIE	MASTER	DRAKE UNIVERSITY	1995
ONLINE	ZUBROD, CATHERINE M	MASTER	UNIVERSITY OF NORTHERN IOWA	2007

Personal Information

DIANE AGENA
2541 Wright Ave
Dows, IA 50071 US
IRN: 9027814831

kateagena@gmail.com
Home: (408) 823-4785

Work History

FROM: 05/2005 TO: Present
Title: Information Developer
IBM, DTX
agena@us.ibm.com
555 Bailey Ave
Work: (408) 463-2885 Ext.
San Jose, CA 95141 US
Supervisor: Michelle Weston, Manager
Supervisor Phone: (408) 463-4885 Ext.

Principal Responsibilities: - Write/edit/publish deliverables as Information Developer for two software products using XML-based Darwin Information Typing Architecture (DITA) and Epic Editor - Track the release of information deliverables for approximately 90 software products - Serve as Project Manager/Team Lead for eight software products, including products developed by business partners and internationally located teams - Organize corporate-wide educational sessions for user technology audience - Serve as education coordinator for Information Management User Technology organization

FROM: 08/1999 TO: 05/2005
Title: Graduate Instructor
Purdue University, English
Department of English
West Lafayette, IN 47907 US
Supervisor:

Principal Responsibilities: - Planned and taught undergraduate and graduate composition and business/technical communication classes

Educational History

08/2006 PhD Rhetoric and Composition
Award Type: Doctorate
Purdue University
College/Department: English
West Lafayette, IN US

05/2001 M.A. Rhetoric and Composition
Award Type: Master's
Purdue University
College/Department: English
West Lafayette, IN US

08/1999 BA Humanities
Award Type: Baccalaureate
Waldorf College
College/Department: Humanities
Forest City, IA US

Instructional Experience

FROM: 08/2001 TO: 12/2001

Vincennes University / Ivy Tech State College Lafayette, IN, US

Courses: HUM 111 - Introductory Composition

FROM: 08/1999 TO: 05/2005

Purdue University West Lafayette, IN, US

Courses: ENGL 505M - Practicum in the Teaching of Writing ENGL 002 - Written Communication for ESL Graduate Students ENGL 424 - Writing for the Computer Industry ENGL 396M - Multimedia Writing ENGL 203 - Introduction to Research in Professional Writing ENGL 421 - Technical Writing ENGL 420 - Business Writing ENGL 103C - Accelerated First-Year Composition ENGL 102 - Academic Research and Writing ENGL 101 - Introductory Composition

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FROM: 01/1999 TO: 05/1999

Waldorf College Forest City, IA, US

Courses: HUM 111 - Ways of Knowing

Scholarships

Scholarship Type:	Scholarship of Application		
Published Material:	Published Materials	**Date Presented / Published:**	2/2007
Title:	A Case of Exhaustive Documentation: Re-centering System-oriented Organizations Around User Need		
Journal / Event Name:	Technical Communication		
Type:	Peer Review of Journal Article		
Role:	Co-Author / Presentor		
Was this project peer reviewed?	Yes		
Was this project funded?	No		
Provide internet reference:	http://www.ingentaconnect.com/content/stc/tc/2007/		
Did you want this to be considered for an honorarium?	No		

Other Professional and Community Service Activities

References

First Name:	Margaret	**Last Name:**	Morris
Employer Name:	Purdue University	**Title:**	Graduate Instructor
Department:	English	**Phone #:**	(765) 418-5860
Email address :	msmorris@purdue.edu		

First Name:	Morgan	**Last Name:**	Sousa
Employer Name:	IBM	**Title:**	Information Development Coop
Department:	Information Management	**Phone #:**	(508) 208-9544

Email address : morgansousa515@yahoo.com

First Name:	Carlann	**Last Name:**	Scholl
Employer Name:	Utica College	**Title:**	Asst. Professor
Department:	English	**Phone #:**	(315) 223-2542
Email address :	cfox@utica.edu		

Other Information

Do you have the right to work in the U.S. and specifically for the Apollo Group?	Yes
Have you ever had a professional license revoked?	No
Have you ever been convicted of a felony?	No
Have your ever been convicted, pled guilty, pled no contest, or judicially determined to have committed a crime, fraud, or another material violation involving the acquisition, use or expenditure of federal, state or local government funds?	No
Have your ever been debarred or suspended, proposed for debarment, declared ineligible, or voluntarily excluded from certain transactions by any Federal department or agency?	No
I understand and agree to all conditions listed in the online application form:	Yes
-- Acknowledged On:	9/30/2011 9:33:20 AM

Personal Information

JULINE ALBERT
3916 Kateri Ct
Sioux City, IA 51106
IRN: 9022652709

albertj@witcc.edu
Home: (712) 2747240

Work History

FROM: 06/2006 TO: Present
Title: Dean of Students
Western Iowa Tech Community College, Student Services
albertj@witcc.edu
4647 Stone Ave
Work: (712) 274-8733 Ext.1488
Sioux City, IA 51106 US
Fax: (712) 274-6412
Supervisor: Terry Murrell, Vice President
Supervisor Phone: (712) 274-8733 Ext.1217

Principal Responsibilities: Oversee all areas relating to student service including housing, discipline, graduation, activities, advising, admissions, registration, library, tutoring, TRIO grants, testing and placement, disabilities services, Adult Basic Ed/GED, ESL, counseling. Act as a student advocate.

FROM: 01/2006 TO: Present
Title: Instructor
Bellevue University, Masters in Leadership/BA in Business
1000 Galvin Road South
Work: (800) 756-7920 Ext.
Bellevue, NE 68005 US
Supervisor:

Principal Responsibilities: Teach adjunct classes in both the undergrad capstone Kirkpatrick Signature Series and the Masters in Leadership Program.

FROM: 06/2002 TO: 06/2006
Title: Associate Dean of Students
Western Iowa Tech Community College, Student Services
albertj@witcc.edu
4647 Stone Ave
Work: (712) 274-8733 Ext.1488
Sioux City, IA 51106 US
Fax: (712) 274-6412
Supervisor: Carolyn Rants, Dean of Students
Supervisor Phone: (712) 274-6400 Ext.

Principal Responsibilities: Supervise academic services to help ensure student success. Act as student advocate

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Educational History

08/2004 Higher Ed Curriculum and Instruction
Award Type: Doctorate
University Nebraska Lincoln
College/Department: Education
Lincoln, NE US

08/1994 English
Award Type: Master's
University South Dakota
College/Department: English
Vermillion, SD US

05/1992 English/Political Science
Award Type: Baccalaureate
Morningside College
College/Department: English/History
Sioux City, IA US

Instructional Experience

FROM: 09/2006 TO: 01/2008

Bellevue University — Bellevue, NE, US

Courses: Leadership Theory and Practice, Leadership Project (thesis), Qualitative and Quantitative Research Methods, Team and Group Dynamics, Ethical Leadership

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FROM: 07/1996 TO: 07/1999

Little Priest Tribal College — Winnebago, NE, US

Courses: Composition I, Composition II, Business Writing, Creative Writing, Developmental Writing, Literature of American Indians, Introduction to Literature

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FROM: 08/1994 TO: Present

Western Iowa Tech Community College — Sioux City, IA, US

Courses: ESL Listening and Speaking, ESL Reading, Speech, Becoming a Master Student, The College Experience, Studies in Shakespeare

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FROM: 08/1992 TO: 05/1996

University South Dakota — Vermillion, SD, US

Courses: Composition I, Advanced Composition, Advanced Composition with Computers, Creative Writing, Business Writing, Introduction to Literature

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Scholarships

Other Professional and Community Service Activities

References

First Name:	Michael	**Last Name:**	LaCroix
Employer Name:	Bellevue University	**Title:**	Satellite Operations Manager
Department:	College of Professional Studies	**Phone #:**	(712) 274-8043
Email address :	mike.lacroix@bellevue.edu		

First Name:	Carolyn	**Last Name:**	Rants
Employer Name:	Retired	**Title:**	Dean of Students
Department:	Student Services	**Phone #:**	(712) 259-4366
Email address :	carolyn@rants.net		

First Name:	Ralph	**Last Name:**	Swain
Employer Name:	Western Iowa Tech Community College	**Title:**	Chair, Division LA and Humanities
Department:	Academics	**Phone #:**	(712) 274-6400
Email address :	swainr@witcc.edu		

Other Information

Do you have the right to work in the U.S. and specifically for the Apollo Group?	Yes
Have you ever had a professional license revoked?	No
Have you ever been convicted of a felony?	No
Have your ever been convicted, pled guilty, pled no contest, or judicially determined to have committed a crime, fraud, or another material violation involving the acquisition, use or expenditure of federal, state or local government funds?	No
Have your ever been debarred or suspended, proposed for debarment, declared ineligible, or voluntarily excluded from certain transactions by any Federal department or agency?	No
I understand and agree to all conditions listed in the online application form:	Yes
-- Acknowledged On:	4/9/2010 6:40:00 PM

Personal Information

AMY ANDREASSEN
26990 105TH ST.
NORTH ENGLISH, IA 52316 US
IRN: 100473356

aandreassen@email.phoenix.edu
Home: (319) 664-3610

Work History

FROM: 08/1999 TO: Present
Title: Principal
English Valleys Schools, Elementary
211 S. College
North English, IA 52316 US
Supervisor: Alan J. Jensen, Superintendent
aandreassen@english-valleys.k12.ia.us
Work: (319) 664-3638 Ext.
Fax: (319) 664-3636
Supervisor Phone: (319) 664-3634 Ext.
Principal Responsibilities: supervise and evaluate staff; student issues; parental involvement; curriculum development

FROM: 08/1993 TO: 05/1999
Title: Teacher
Northside Independent School District, Elementary
5700 Evers Road
San Antonio, TX 78228 US
Supervisor:
Principal Responsibilities: Teacher: Kindergarten, First Grade, Fourth Grade

Educational History

05/1997 Educational Administration
Trinity University
San Antonio, TX US
Award Type: Master's
College/Department: Education
Expiration: 12/2014

12/2009 Professional Administrator License
Iowa Board of Educational Examiners
Des Moines, IA US
Award Type: Licenses/Certifications
College/Department: Administration
Expiration: 12/2014

12/2009 Master Educator License
Iowa Board of Educational Examiners
Des Moines, IA US
Award Type: Licenses/Certifications
College/Department: PK-K; K-6
Expiration: 12/2014

Instructional Experience

FROM: 03/2004 TO: Present
University of Phoenix
Online, NA, US
Courses: Diverse Classroom Intro to Early Childhood

Scholarships

Other Professional and Community Service Activities

References

First Name:	Alan	**Last Name:**	Jensen
Employer Name:	English Valleys Schools	**Title:**	Superintendent
Department:	Administration	**Phone #:**	(319) 664-3638
Email address :	ajensen@english-valleys.k12.ia.us		

First Name:	Garrick	**Last Name:**	Teckenburg
Employer Name:	English Valleys Schools	**Title:**	Principal
Department:	High School	**Phone #:**	(319) 664-3638
Email address :	gteckenburg@english-valleys.k12.ia.us		

First Name:	Carolyn	**Last Name:**	Elwood
Employer Name:	English Valleys Schools	**Title:**	Counselor
Department:	Elementary	**Phone #:**	(319) 664-3638
Email address :	celwood@english-valleys.k12.ia.us		

Other Information

Do you have the right to work in the U.S. and specifically for the Apollo Group?	Yes
Have you ever had a professional license revoked?	No
Have you ever been convicted of a felony?	No
Have your ever been convicted, pled guilty, pled no contest, or judicially determined to have committed a crime, fraud, or another material violation involving the acquisition, use or expenditure of federal, state or local government funds?	No
Have your ever been debarred or suspended, proposed for debarment, declared ineligible, or voluntarily excluded from certain transactions by any Federal department or agency?	No
I understand and agree to all conditions listed in the online application form:	Yes
-- Acknowledged On:	9/25/2009 7:57:25 PM

Personal Information

HELEN ANDRINGA
4145 Harts Mill Road
Clinton, IA 52732
IRN: 9023391817

helenandringa@gmail.com
Home: (563) 2498906

Work History

FROM: 08/1999 TO: Present
Title: Resource Room Teacher
Unity Christian School, Student Support Services
711 10th Street
Fulton, IL 61252 US
Supervisor: Mr. Dick Ritzema, School Superintendent
helenandringa@gmail.com
Work: (815) 589-4196 Ext.
Fax: (815) 589-4430
Supervisor Phone: (815) 589-3912 Ext.

Principal Responsibilities: I was hired by Unity to establish a Resource Room in our kindergarten through sixth grade facility, which serves students from widely diverse socioeconomic and ethnic backgrounds. Before I was hired, no academic support was available in the school. When students are struggling with academics in the regular classroom, the teacher refers them to me. I review their work and test them to determine how to support them. The teacher and I design a program that may include accommodations and adaptations in the classroom and/or time out of the classroom to work with me one-on-one or in a small group. The teacher and I evaluate the students' progress frequently, as needs change. I provide support in reading, math, and study skills. When new students apply to our school, I review their records. If an applicant has received academic support services in the past or has an IEP, I meet with the student and his/her parents to determine the level of support needed for the student to be successful academically. I also assist parents in obtaining services outside of school when needed. I help them seek out and contact agencies that provide speech and language therapy, testing for learning disabilities and attention disorders, or other services they may be seeking. Because of financial cutbacks, library services were reduced in our school last year, so I applied for and received a grant to update our school library. I volunteered my time throughout the summer to switch our entire library over to an electronic checkout system.

FROM: 08/1995 TO: 07/1998
Title: Latin Teacher
Redeemer Christian School, Foreign Languages
719 North Stapley Drive
Mesa, AZ 85203 US
Work: (480) 962-5003 Ext.
Supervisor: Del Groen, Superintendent

Principal Responsibilities: I taught beginning Latin to third through sixth graders, as a basis to better understanding the English language.

FROM: 08/1991 TO: 08/1995
Title: Kindergarten Teacher
Redeemer Christian School, Elementary School
719 North Stapley
Mesa, AZ 85203 US
Work: (480) 962-5003 Ext.
Supervisor: Del Groen, Superintendent

Principal Responsibilities: I taught a morning and an afternoon kindergarten class.

FROM: 08/1979 TO: 06/1983
Title: Kindergarten Teacher
Denver Christian Schools, Elementary School
4200 East Warren Avenue
Denver, CO 80222 US
Work: (303) 757-8501 Ext.
Fax: (303) 753-6028
Supervisor: Ray Vander Molen, Principal

Principal Responsibilities: I taught a morning and an afternoon kindergarten class.

Educational History

05/2004 Master's of Science in Elementary Education, Majoring in Reading
Western Illinois University
Macomb, IL US

Award Type: Master's
College/Department: Elementary Education

05/1979 Bachelor of Arts in Elementary Education, Emphasis in Special Education
Dordt College
Sioux Center, IA US

Award Type: Baccalaureate
College/Department: Education

02/2008 Structured English Immersion Endorsement, K-12
State of Arizona
Phoenix, AZ US

Award Type: Licenses/Certifications
College/Department: Education
Expiration: 02/2011

02/2008 Arizona Department of Education Certificate, Standard Elementary Education, K-8
State of Arizona
Phoenix, AZ US

Award Type: Licenses/Certifications
College/Department: Education
Expiration: 03/2014

02/2008 Reading Specialist K-12
State of Arizona
Phoenix, AK US

Award Type: Licenses/Certifications
College/Department: Education
Expiration: 03/2014

Instructional Experience

Scholarships

Other Professional and Community Service Activities

Activity Type:	Community
Organization Name:	Department of Human Services
Activity Description:	Court Appointed Special Advocate
Involvement:	Volunteer
Date Conducted:	12/2008

References

First Name:	Dick	**Last Name:**	Ritzema
Employer Name:	Unity Christian School	**Title:**	Superintendent
Department:		**Phone #:**	(815) 589-3912

Email address :	dritzema@mchsi.com

First Name:	Christopher	**Last Name:**	Pluister
Employer Name:	Unity Christian School	**Title:**	Teacher
Department:	Academic Support Center	**Phone #:**	(815) 589-3912
Email address :	cpluister@yahoo.com		

First Name:	Noreen	**Last Name:**	Hoffmann
Employer Name:	Unity Christian School	**Title:**	Teacher
Department:	Elementary School	**Phone #:**	(815) 589-4196
Email address :	nghoffmann@yahoo.com		

Other Information

Do you have the right to work in the U.S. and specifically for the Apollo Group?	Yes
Have you ever had a professional license revoked?	No
Have you ever been convicted of a felony?	No
Have your ever been convicted, pled guilty, pled no contest, or judicially determined to have committed a crime, fraud, or another material violation involving the acquisition, use or expenditure of federal, state or local government funds?	No
Have your ever been debarred or suspended, proposed for debarment, declared ineligible, or voluntarily excluded from certain transactions by any Federal department or agency?	No
I understand and agree to all conditions listed in the online application form:	Yes
-- Acknowledged On:	7/2/2010 8:57:01 AM

Personal Information

ANGELA ASK
22896 Road L-34
Underwood, IA 51576
IRN: 9030750876

angelaask@gmail.com
Home: (402) 9172596

Work History

FROM: 03/2011 TO: Present
Title: Adjunct Instructor
ITT Tech, General Education
aask@itt-tech.edu
9814 M Street
Omaha, NE 68127 US
Supervisor: Laura Cruse, Associate Dean of General Stud
Supervisor Phone: (402) 452-3557 Ext.

Principal Responsibilities: Provide education for nursing candidates in Microbiology including lecture and lab. Provide education for nursing candidates in Survey of Sciences including lecture, lab, and virtual lab. Report and refer student questions and concerns to the appropriate personal Attend and participate in faculty meetings and continuing education Maintain timely communication with students Complete accurate reports of students' grades with written feedback

---

FROM: 10/2009 TO: Present
Title: Adjunct Faculty
Axia College
angelaask@email.phoenix.edu
4615 East Elwood Street
Work: (402) 917-2596 Ext.
Phoenix, AZ 85040 US
Supervisor:

Principal Responsibilities: Provide online education for Associate Degree candidates in Health Care (HCA 210) and Health/Wellness (SCI 162 and SCI 164) Report and refer student questions and concerns to the appropriate personal Attend and participate in faculty meetings and continuing education Maintain timely communication with students via email Complete accurate reports of studentsâ€™ grades with written feedback

---

FROM: 08/2007 TO: Present
Title: Adjunct Professor
Kaplan University Online, School of Health Sciences
aask@kaplan.edu
550 West Van Buren Street
Work: (402) 917-2596 Ext.
Chicago, IL 60607 US
Supervisor: Cara Wallace, Chair for Health Sciences
Supervisor Phone: (904) 673-3188 Ext.

Principal Responsibilities: Provide online education for Associate Degree candidates by teaching Medical Law and Bioethics Provide online education for Associate Degree candidates by teaching Anatomy and Physiology II Report and refer student questions and concerns to the appropriate personal Attend and participate in faculty meetings and continuing education Maintain timely communication with students via email Complete accurate reports of students' grades with written feedback Facilitate weekly synchronous seminars

---

FROM: 09/2006 TO: 07/2011
Title: Adjunct Assistant Professor
University of Nebraska Medical Center, Clinical Perfusion Education
aask@unmc.edu
984144 Nebraska Medical Center
Work: (402) 559-7227 Ext.
Omaha, NE 68198-4144 US
Fax: (402) 559-6455
Supervisor: David W. Holt, Program Director Clinical Perf
Supervisor Phone: (740) 726-2956 Ext.

Principal Responsibilities: Provide online education for Perfusion Master's Degree candidate students on a variety of science, research, ethics, and wet lab. Communicate with students regarding expectations in for class assignments and laboratory experiences Develop and implement three online meetings in continuing education for practicing Perfusionists to maintain their certification. Used a variety of online resources including Blackboard and Gotomeeting.com. Interview potential Master's Degree students and make recommendations to the program director, relating to the top candidates

Lead the Masters Degree Completion Program Governing Committee Participated in Perfusion School Admissions Committee, Perfusion School Advisory Committee, Perfusion School Competency Committee, Perfusion School Curriculum Committee

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FROM: 08/2002 TO: 08/2006

Title: Certified Clinical Perfusionist/Volunteer Adjunct Professor

The Nebraska Medical Center, Clinical Perfusion

42nd and Dewey

Omaha, NE 68198 US

Supervisor: Mark Moreno, Chief Perfusionist

Supervisor Phone: (402) 552-2000 Ext.

Principal Responsibilities: Provide clinical and didactic instruction for students at the University of Nebraska Medical Center School of Clinical Perfusion Education Volunteer Adjunct Professor for the Clinical Perfusion Program, School of Allied Health, University of Nebraska Medical Center. Lecture to Perfusion Master's candidate students on a variety of physiology, chemistry and cell biology which emphasize relevance in Perfusion Participated in the Clinical Perfusion Advisory Board and Perfusion School Admissions Committee Assist with student's clinical research for Master's Thesis Provide hands-on clinical instruction for Junior and Senior Masters Students

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FROM: 10/1995 TO: 08/2002

Title: Certified Cardiac Perfusionist

Salyer Perfusion, Contract Perfusion Company

1817 Beltway Dr.

Work: (314) 423-6511 Ext.

St. Louis, MO 63114 US

Fax: (314) 423-0797

Supervisor: Nancee Salyer, Owner/Certified Clinical Perfu

Supervisor Phone: (314) 423-6511 Ext.

Principal Responsibilities: Contract Perfusionist for nine surgeons at six hospitals Perform full adult heart-lung bypass, intra-aortic balloon pump and autotransfusion Hospital team leader-inventory control, quality control collection, equipment Participate in clinical trials involving heparin and cardioplegia management on cardio-pulmonary bypass

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Educational History

12/2005 Science

Award Type: Master's

University of Nebraska Medical Centert

College/Department: Perfusion

Omaha, NE US

08/1993 Biology

Award Type: Baccalaureate

University of Iowa

College/Department: Biology

Iowa City, IA US

03/2010 Engaged Learning in the Classroom Certificate

Award Type: Professional Training

University of Phoenix

College/Department: Online Workshops

Phoenix, AZ US

04/2010 Anatomy Physiology Certificate

Award Type: Professional Training

University of Phoenix

College/Department: Online Workshops

Phoenix, AZ US

04/2010 Entry Level Facilitation Workshop Certificate

Award Type: Professional Training

University of Phoenix

College/Department: Online Workshops

Phoenix, AZ US

04/2010 General Faculty Meeting Certificate

Award Type: Professional Training

University of Phoenix

College/Department: Online Workshops

Phoenix, AZ US

09/2010 Difficult Student Certificate
Univerisity of Phoenix
Phoenix, AZ US

Award Type: Professional Training
College/Department: Online Workshops

10/2010 General Faculty Meeting Certification
University of Phoenix
Phoenix, AZ US

Award Type: Professional Training
College/Department: Online Workshops

02/2010 Certificate Confidentiality in the Healthcare
University of Phoenix
Phoenix, AZ US

Award Type: Professional Training
College/Department: Online Workshops
Expiration: NA

02/2010 Coaching for Student Success
University of Phoenix
Phoenix, AR US

Award Type: Professional Training
College/Department: Online Workshop

02/2010 Prior Learning Assessment Certification
Kaplan University
Miami, FL US

Award Type: Professional Training
College/Department: Center for Teaching and Learning

12/2010 Continued education Information Technology
Kaplan University
Miami, FL US

Award Type: Professional Training
College/Department: Information Technology

08/2009 Faculty Certificatication-Axia Colleg Materials
University of Phoenix
Phoenix, AZ US

Award Type: Professional Training
College/Department: Online Workshops
Expiration: NA

01/2010 Introduction to First Year Sequence Certificate
University of Phoenix
Phoenix, AZ US

Award Type: Professional Training
College/Department: Online Workshops
Expiration: NA

02/2010 Axia Content Area Meeting Certificate
University of Phoenix
Phoenix, AZ US

Award Type: Professional Training
College/Department: Online Workshops
Expiration: NA

Instructional Experience

FROM: 09/2009 TO: Present
Axia College — Phoenix, AZ, US
Courses: SCI-162 FYS Health and Wellness SCI-164 Health and Wellness HCA-210 Introduction to Health Care

FROM: 07/2007 TO: Present
Kaplan University — Chicago, IL, US
Courses: HS101 Medical Law and Bioethics HS130 Anatomy and Physiology II Prior Learning Assessment Evaluator

FROM: 01/2007 TO: 07/2011

University of Nebraska Medical Center Omaha, NE, US

Courses: Extracorporeal Technology Continuing Education for Perfusionist Perioperative Blood Management

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FROM: 09/2006 TO: 07/2011

University of Nebraska Medical Center Omaha, NE, US

Courses: CLPR 520 Thesis Development I CLPR 795 Medical Ethics CLPR 502 Intro to Perfusion Technology CLPR 515 Perfusion Concepts II

FROM: 08/2002 TO: 08/2006

Univeristy of Nebraska Medical Center Omaha, NE, US

Courses: Biochemitry Physiology Cell Biology Adult Perfusion

Scholarships

Scholarship Type:	Scholarship of Application		
Published Material:	Published Materials	**Date Presented / Published:**	Summer/2006
Title:	In Vivo Comparison Study of FDA-Approved Surface-Modifying Additives and Poly-2-Methoxyethylacrylate		
Journal / Event Name:	Journal of Extracorporeal Technology		
Type:	Professional Journal Article		
Role:	Primary		
Was this project peer reviewed?	Yes		
Was this project funded?	Yes		
Did you want this to be considered for an honorarium?	No		

Scholarship Type:	Scholarship of Integration		
Presentation:	Presentation	**Date Presented / Published:**	7/2007
Title:	Perioperative Blood Management: Online Educational Opportunity for Autotransfusionists		
Journal / Event Name:	Society for the Advancement of Blood Management		
Type:	Professional Conference Presentation		
Role:	Primary		
Was this project peer reviewed?	Yes		
Was this project funded?	Yes		
Did you want this to be considered for an honorarium?	No		

Other Professional and Community Service Activities

References

First Name:	David	**Last Name:**	Holt
Employer Name:	University of Nebraska Medical Center	**Title:**	Program Director
Department:	Clinical Perfusion Education	**Phone #:**	(740) 726-2956
Email address :	dwholt@gmail.com		

First Name:	Mark	**Last Name:**	Criss
Employer Name:	Kaplan	**Title:**	Chair
Department:	School of Health Sciences	**Phone #:**	(800) 318-8964 EXT: 89642
Email address :	mcriss@kaplan.edu		

First Name:	Laura	**Last Name:**	Cruse
Employer Name:	ITT	**Title:**	Associate Dean of General Studies
Department:	General Education	**Phone #:**	(402) 452-3557
Email address :	LCruse@itt-tech.edu		

Other Information

Do you have the right to work in the U.S. and specifically for the Apollo Group?	Yes
Have you ever had a professional license revoked?	No
Have you ever been convicted of a felony?	No
Have your ever been convicted, pled guilty, pled no contest, or judicially determined to have committed a crime, fraud, or another material violation involving the acquisition, use or expenditure of federal, state or local government funds?	No
Have your ever been debarred or suspended, proposed for debarment, declared ineligible, or voluntarily excluded from certain transactions by any Federal department or agency?	No
I understand and agree to all conditions listed in the online application form:	Yes
-- Acknowledged On:	10/4/2011 5:59:07 PM

Personal Information

PHILLIP AULD
POB 298
Walker, IA 52351 US
IRN: 100402515

auldinnc@yahoo.com
Home: (319) 448-4518

Work History

FROM: 04/2008 TO: Present
Title: Sales Engineer
Dy-tronix Inc
phil@dy-tronix.com
1221 Park Place NE
Work: (319) 213-4190 Ext.
Cedar Rapids, IA 52402 US
Supervisor: Martin Whitehead, President

Principal Responsibilities: Manufacturer's Rep for Cherry Electronics, Atmel, Souriau, Carling, Allegro, etc. Call on customers for design consideration of principal products, work on marketing strategies, pricing requests, and special projects.

FROM: 10/2006 TO: 11/2007
Title: Sales Engineer
Valve & Controls, Inc, Sales & Marketing
pauld@valveandcontrols.com
200 Pittman Street
Work: (407) 230-9779 Ext.
Orlando, FL 32801 US
Fax: (407) 230-9991
Supervisor: Mike Gore, Vice President
Supervisor Phone: (407) 555-1212 Ext.

Principal Responsibilities: Sales responsibility for instrumentation in the Central Florida region calling on Industrial markets, Water and Waste Water facilities, and Power Plants. Also developed marketing activities of promotion and advertising, mailings, and coordinating sales promotions within companies.

FROM: 06/2003 TO: Present
Title: General Manager
Curb Designs II, Inc.
6438 University Blvd #15
Winter Park, FL 32792 US
Supervisor: Gary Martin, President & CEO

Principal Responsibilities: Responsible for all functions of corporate office including accounting, production, dispatch and sales. Fourteen people reported to this office.

FROM: 12/2002 TO: Present
Title: Faculty
University of Phoenix, GBAM
auldinfi@email.phoenix.edu
4615 East Elwood Drive
Work: (319) 448-4518 Ext.
Phoenix, AZ 85040 US
Supervisor:
Supervisor Phone: (319) 448-4518 Ext.

Principal Responsibilities: Primay faculty for several graduate marketing courses as well as introductory classes.

FROM: 10/2001 TO: 02/2002
Title: Product Manager
Emcore Corporation, Sales & Marketing
14515 Research Road
Albuquerque, NM 87111 US
Supervisor: Brian Gibson, Director of Sales & Marketing

Principal Responsibilities: Sales & Marketing responsibilities for single-channel VCSEL products including chip and

packaged products. Responsible for all 10G/s VCSEL products including single-channel and array products.

FROM: 01/2001 TO: 09/2001 Title: Product Marketing Manager

Agere Systems, Product Management

Lucent Road

Briengsville, PA 28222 US

Supervisor: Ed Cornejo, Sr. Marketing Manager

Principal Responsibilities: Product Marketing responsibilty for 10G/s Ethernet transceivers. Responsibilities included all aspects of Marketing (pricing, promotion, place and product definition), P&L for product line and training requirements for the sales force.

FROM: 03/1982 TO: 01/2001 Title: Sales Executive / Product Manager

Honeywell International, Sales & Marketing

Arapaho Road

Richardson, TX 87125 US

Supervisor: Greg Hart, Director of Sales & Marketing

Principal Responsibilities: Held various positions within Honeywell throughout 18 year career. Last 15 years in Sales & Marketing covering direct sales to OEMs, executive sales for VCSEL products covering Eastern United States and Product Manager for 660nm VCSELs.

Educational History

05/1988 Business Administration Award Type: Master's

Northern Illinois University College/Department: Business

Dekalb, IL US

05/1980 Industrial Engineering Award Type: Baccalaureate

Iowa State University College/Department: Engineering

Ames, IA US

Instructional Experience

FROM: 12/2002 TO: Present

University of Phoenix Orlando, FL, US

Courses: Marketing Management & Professional Skills Development

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Scholarships

Other Professional and Community Service Activities

References

First Name:	Greg	**Last Name:**	Hart
Employer Name:	Honeywell	**Title:**	Director of Sales & Marketing
Department:		**Phone #:**	(407) 850-4189
Email address :			

First Name:	Jonathan	**Last Name:**	Cate
Employer Name:	Jonathan Cate Eyewear	**Title:**	President & CEO
Department:		**Phone #:**	(407) 850-4189
Email address :			

First Name:	Dave	**Last Name:**	Wagner
Employer Name:	UOP	**Title:**	Practitioner Faculty & Mentor, Online & FlexNet
Department:		**Phone #:**	(407) 850-4189
Email address :			

Other Information

Do you have the right to work in the U.S. and specifically for the Apollo Group?	Yes
Have you ever had a professional license revoked?	No
Have you ever been convicted of a felony?	No
Have your ever been convicted, pled guilty, pled no contest, or judicially determined to have committed a crime, fraud, or another material violation involving the acquisition, use or expenditure of federal, state or local government funds?	No
Have your ever been debarred or suspended, proposed for debarment, declared ineligible, or voluntarily excluded from certain transactions by any Federal department or agency?	No
I understand and agree to all conditions listed in the online application form:	Yes
-- Acknowledged On:	4/20/2012 7:45:00 AM

Personal Information

RICHARD BARRETT
804 NE REDWOOD LANE
ANKENY, IA 50021 US
IRN: 9023397974

rbarrett@broadlawns.org
Home: (515) 965-2543

Work History

FROM: 11/2000 TO: Present
Title: Legal Resources Coordinator
Broadlawns Medical Center, Finance
18th and Hickman
Des Moines, IA 50314 US
Supervisor: Al White, CFO
rbarrett@broadlawns.org
Work: (515) 282-8903 Ext.
Fax: (515) 282-2526
Principal Responsibilities: Legal Research, contract review, insurance and risk management liasion. Compliance and in-house counsel.

FROM: 07/1999 TO: 11/2000
Title: Associate Attorney
Whitfield and Eddy
6th ave
Des Moines, IA 50309 US
Supervisor:
Principal Responsibilities: Legal research, draft legal documents.

FROM: 11/1998 TO: 07/1999
Title: Senior Tax Specialist
KPMG, Tax
Ruan Center
Des Moines, IA 50309 US
Supervisor:
Principal Responsibilities: Preparation of Individual and Partnership taxes. Estate planning.

FROM: 07/1988 TO: 04/1993
Title: Assistant Controller
Los Angeles Country Club, Accounting
10101 Wilshire Blvd
Los Angeles, CA 90024 US
Supervisor:
Principal Responsibilities: Preparation of financial statements. Supervise all accounting functions. Budget analysis.

FROM: 12/1986 TO: 07/1987
Title: CPA
VanSchooneveld and Company, CPA
Do not Recall
Denver , CO 80202 US
Supervisor:
Principal Responsibilities: Governmental audits and reviews.

FROM: 08/1986 TO: 07/1988
Title: Internal Auditor

Ticor Title Insurance, Internal Auditing
Wilshire Blvd
Los Angeles, CA 90048 US
Supervisor:
Principal Responsibilities: Review internal operations of Title insurance branches and agencies. Develop audit reports for management review.

FROM: 08/1984 TO: 08/1985 Title: CPA
Benson and Neff, CPA
Burlingame Avenue
Burlingame, CA 94010 US
Supervisor:
Principal Responsibilities: Prepared taxes, auditing, participated in reviews and compilations.

Educational History

07/1993 Juris Doctor
Whittier College School of Law
Los Angeles, CA US
Award Type: Doctorate
College/Department: Law

05/1984 Masters In Arts
University of Iowa
Iowa City, IA US
Award Type: Master's
College/Department: Business

05/1995 LLM-Taxation
University of Missouri-Kansas City
Kansas City, MO US
Award Type: Master's
College/Department: Law

05/2004 MSHSA
University of St. Francis
Joliet, IL US
Award Type: Master's
College/Department: Health Service Administration

12/1978 Bachelor of Arts
Drake University
Des Moines, IA US
Award Type: Baccalaureate
College/Department: Liberal Arts

09/1997 CMA
Certified Management Accountants
Des Moines , IA US
Award Type: Licenses/Certifications
College/Department: Management Accounting

08/1986 CPA
AICPA
Denver, CO US
Award Type: Licenses/Certifications
College/Department: Accounting

09/1988 CIA
Institute of Internal Auditors
Los Angeles, CA US
Award Type: Licenses/Certifications
College/Department: Internal Auditing

Instructional Experience

FROM: 01/2000 TO: Present

Simpson College Indianola, IA, US

Courses: Intermediate Accounting Principles of Accounting Individual Taxation Corporate Taxation Governmental Accounting Accounting Information Systems

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FROM: 08/1999 TO: Present

Des Moines Area Community College Ankeny, IA, US

Courses: Cost Accounting Principles of Accounting Individual Taxation

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FROM: 04/1997 TO: 12/1999

Hamilton College Cedar Rapids, IA, US

Courses: Accounting I Individual Taxation

Scholarships

Other Professional and Community Service Activities

References

First Name:	Patty	**Last Name:**	Holmes
Employer Name:	DMACC	**Title:**	Professor
Department:	Accounting	**Phone #:**	(515) 964-6349
Email address :			

First Name:	Craig	**Last Name:**	Peck
Employer Name:	Simpson College	**Title:**	Advisor
Department:		**Phone #:**	(515) 965-9355
Email address :			

First Name:	Andrea	**Last Name:**	Biklen
Employer Name:	Simpson College	**Title:**	Advisor
Department:		**Phone #:**	(515) 309-3099
Email address :			

Other Information

Do you have the right to work in the U.S. and specifically for the Apollo Group?	Yes
Have you ever had a professional license revoked?	No
Have you ever been convicted of a felony?	No
Have your ever been convicted, pled guilty, pled no contest, or judicially determined to have committed a crime, fraud, or another material violation involving the acquisition, use or expenditure of federal, state or local government funds?	No
Have your ever been debarred or suspended, proposed for debarment, declared ineligible, or voluntarily excluded from certain transactions by any	No

Federal department or agency?	
I understand and agree to all conditions listed in the online application form:	Yes
-- Acknowledged On:	4/18/2012 4:43:30 PM

Personal Information

JOEL BETTERTON
2933 Dogwood Ave
Adair, IA 50002 US
IRN: 100347076

cdated2003@yahoo.com
Home: (641) 740-7805

Work History

FROM: 08/2010 TO: Present
Title: Adjunct instructor
Iowa Western Community College, Math
705 Walnut Street
Atlantic, IA 50022 US
Supervisor: Ann Pross, Cass County Center Director
Principal Responsibilities: Prepare and deliver instruction in assigned courses.

FROM: 05/2006 TO: Present
Title: Adjunct
Des Moines Area Community College, Mathematics
1100 7th Street
Des Moines, IA 50314 US
Supervisor: Judy Moss, Department Chair - Mathematics
Principal Responsibilities: Developing and delivering content in assigned mathematics courses.

FROM: 08/1994 TO: Present
Title: Teacher
Adair-Casey Community Schools, Math/Science
jbetterton@accs.k12.ia.us
3384 Indigo Ave
Adair, IA 50002 US
Supervisor: Cynthia Jensen, Principal
Principal Responsibilities: Responsible for creating and delivering course content in mathematics, science and computer technology.

Educational History

07/1998 MSM Mathematics
Award Type: Master's
Iowa State University
College/Department: Mathematics
Ames, IA US

12/1989 BS Chemistry
Award Type: Baccalaureate
Iowa State University
College/Department: Chemistry
Ames, IA US

Instructional Experience

FROM: 08/2010 TO: Present

Iowa Western Community College — Atlantic, IA, US

Courses: Developmental Math

FROM: 05/2006 TO: Present

Des Moines Area Community College — Des Moines, IA, US

Courses: Finite Math Statistics Math for Liberal Arts

FROM: 08/1994 TO: Present

Adair-Casey Community Schools — Adair, IA, US

Courses: Physics, Statistics, Trigonometry, Computers, Analytic Geometry, Algebra II, Geometry, Adv. Chemistry, Calculus, Discrete Math

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Scholarships

Other Professional and Community Service Activities

References

You currently have no references on file.

Other Information

Do you have the right to work in the U.S. and specifically for the Apollo Group?	Yes
Have you ever had a professional license revoked?	No
Have you ever been convicted of a felony?	No
Have your ever been convicted, pled guilty, pled no contest, or judicially determined to have committed a crime, fraud, or another material violation involving the acquisition, use or expenditure of federal, state or local government funds?	No
Have your ever been debarred or suspended, proposed for debarment, declared ineligible, or voluntarily excluded from certain transactions by any Federal department or agency?	No
I understand and agree to all conditions listed in the online application form:	Yes
-- Acknowledged On:	10/5/2011 9:56:53 AM

Personal Information

DAVID BINDER
2717 SW 2ND ST
ANKENY, IA 50023 US
IRN: 235429

dbinder@email.phoenix.edu
Home: (515) 963-0367

Work History

FROM: 07/2008 TO: Present
Title: Principal
Cheshire Consulting Group
cheshire@sprintmail.com
2717 SW Second St.
Work: (818) 231-4553 Ext.
Ankey, IA 50023 US
Supervisor:

Principal Responsibilities: Provide consultancy services in the areas of strategy, improvement, management, and finance, and in the areas of higher education accreditation and online program education.

FROM: 01/2000 TO: 06/2008
Title: Program Director
UIU
binderd@uiu.edu
1101 5th Street
Work: (515) 369-7777 Ext.
West Des Moines, IA 50265 US
Supervisor: Suzanne James, Sr. Vice President
Supervisor Phone: (651) 698-1223 Ext.

Principal Responsibilities: General management responsibilities for this enterprise that commenced operations in 1999* including financial management, marketing, personnel, sales, personnel management, program design. * Prior to January 2000 and commencing in 1998, I provided consultative services to UIU through the Senior Vice President as described in prior employment history.

FROM: 08/1994 TO: 12/1999
Title: Principal
Cheshire Consulting Group
9010 Tobias Ave
Suite 222
Panorama City, CA 91402 US
Supervisor:

Principal Responsibilities: Diversified regional consultancy practice emphasizing performance enhancement, profit improvement, balance sheet management improvement, business development, and acquisitions Typical engagements: · Ukraine-Great Britain consumer goods joint venture: Analyzed and identified causal factors for poor financial performance and recommended actions to be taken · Long-distance telephone start-up: Assessed management competencies for investor group; identified financing needs for next stage. · Analyzed financing proposals received by New Jersey based venture capital group; provided analysis and recommendation for next step. Assisted in finacing negotiations. · Completed on-site assessment of proposed LBO of auto parts business being divested by major corporation on behalf of potential financers. · Developed business plan to launch new program for UIU including needs assessment, SWOT analysis, marketing plan. Launched program, later assumed position as Program Director (resulting in closure of this business). ***Note: all clients except UIU were "privately held" and the actual name of the client is confidential under the terms of the respective engagement contracts.

FROM: 09/1986 TO: 08/1994
Title: Chief Financial Officer
Navy Exchange Service Command
not known
Virginia Beach, VA xxxxx-xxxx US
Supervisor: various, Commander

Principal Responsibilities: Diversified international retail and hospitality business operating a broad variety of retail

formats. Functional Responsibilities: Accounting, Treasury, Risk Management, Strategic Planning, Inventory, Capital Structure, and Asset Deployment. · Initiated and coordinated restructuring of regional offices to reduce overhead costs by $7 million · Identified and implemented multi-function cost reductions in excess of $15 million · Negotiated lines of credit and term loans exceeding $150 million · Revised accounts payable procedures resulting in $1 million annual savings · Established register to Treasurer auditability of cash and credit card accounting · Reduced Workers Compensation Costs through enhanced safety program and improved case management · Chaired Strategic Planning Committee · Assisted legal counsel in analysis and resolution of financially based legal issues · Initiated and coordinated reengineering of store front end processing resulting in increased accuracy and improved customer service · Specified and negotiated acquisition of new financial management and accounting system · Increased profit by 50% on 15% sales growth through cost reduction actions · Provided technical assistance to Department of State during U.S. government negotiations with Government of Japan · Served on numerous Department of Defense study groups and task forces · Prepared Congressional testimony for CEO; represented organization to Congressional committee and member staff

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FROM: 08/1982 TO: 08/1986 Title: Principal

Cheshire Consulting Group

8303 Cheshire Way

Louisville, KY 40222 US

Supervisor:

Principal Responsibilities: Regional consultancy practice focused on profit improvement and analysis of the business aspects of litigation issues Typical engagements: · Brought structural fabricator and steel service center to profitability by shifting to regional competition through negotiated contracts emphasizing service, delivery, and quality, and by modernizing production facilities · Analyzed local service vending business and determined business was below critical mass resulting in investor group decision to cut losses and shut it down · Analyzed plaintiff's prior to event business condition on behalf of defendant resulting in settlement for property damage only and denial of "loss of profit" claim · Analyzed, on behalf of plaintiff, defendant's post-acquisition decisions, which identified a pattern of reduction of the value of plaintiff's contingent payment through diverting income to businesses outside the scope of the sales agreement *** Note: Litigation support engagements in coordination with Coopers and Lybrand. Other clients were "privately held" and the actual name of the client is confidential under the terms of the respective engagement contracts.

FROM: 04/1978 TO: 08/1982 Title: Vice President Finance and Administration

Chemetron Process Equipment, subsidiary of Allegheny International

not known

Jeffersonville (?), KY xxxxx US

Supervisor: various, President

Principal Responsibilities: Multi-national designer, manufacturer and marketer of application engineered machinery and systems for the meat, pharmaceutical and chemical industries. Functional Responsibilities: Accounting, Treasury, Materials Management, Human Resources, MIS, Strategic Planning, Competitor Analysis. Major accomplishments: · Improved profit from $2.4 million loss to $1 million profit in 2-year period through cost reductions and "market pricing" of products · Reduced net assets employed in business by one third · Initiated plant modernization projects · Implemented closed loop MRP system · Developed and implemented manufacturing strategic plan · Implemented new financial management and production management systems

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FROM: 01/1976 TO: 04/1978 Title: Controller

Chemetron Dental Products - subsidiary of Allegheny International

not known

Westlake Village, CA xxxxx US

Supervisor: Don Dally, President

Principal Responsibilities: Manufacturer and marketer of dental operatory equipment, nitrous oxide sedation equipment and edge lit instrument panels Functional Responsibilities: Accounting, Credit, Human Resources, MIS, Strategic Planning Major Accomplishments · Improved profit from $0.7 million loss to $0.7 million profit · Acquired and merged two companies into existing business · Divested non-core business · Implemented new business systems to improve timeliness and effectiveness of management and operational information

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Educational History

06/1975 MBA Award Type: Master's

University of Michigan College/Department: Business

Ann Arbor, MI US

Instructional Experience

FROM: 09/1996 TO: Present

University of Phoenix Phoenix, AZ, US

Courses: MGT 548 FIN 538 FIN 539 MBGM 530 MBGM 531 ACCT 514 ACCT 515 FIN 544 MBA 540 FIN 571

Scholarships

Scholarship Type:	Scholarship of Teaching		
Presentation:	Presentation	**Date Presented / Published:**	3/2010
Title:	Online Education: An Essential Innovation		
Journal / Event Name:	Innovations 2010		
Type:	Professional Conference Presentation		
Role:	Co-Author / Presentor		
Was this project peer reviewed?	No		
Was this project funded?	No		
Did you want this to be considered for an honorarium?	No		

Scholarship Type:	Scholarship of Teaching		
Presentation:	Presentation	**Date Presented / Published:**	10/2005
Title:	Online Program Design Considerations		
Journal / Event Name:	IACBE Region V Meeting		
Type:	Professional Conference Presentation		
Role:	Primary		
Was this project peer reviewed?	No		
Was this project funded?	No		
Did you want this to be considered for an honorarium?	No		

Scholarship Type:	Scholarship of Teaching		
Presentation:	Presentation	**Date Presented / Published:**	4/2007

Title:	Strategic Issues in Online Program Implementation, A Best Practices Approach
Journal / Event Name:	IACBE 2007 International Conference
Type:	Professional Conference Presentation
Role:	Primary
Was this project peer reviewed?	No
Was this project funded?	No
Did you want this to be considered for an honorarium?	No

Scholarship Type:	Scholarship of Teaching		
Presentation:	Presentation	**Date Presented / Published:**	10/2009
Title:	Online Faculty as Adult Learners Faculty Development That Works		
Journal / Event Name:	15th Sloan-C International Conference on Online Le		
Type:	Professional Conference Presentation		
Role:	Co-Author / Presentor		
Was this project peer reviewed?	No		
Was this project funded?	No		
Did you want this to be considered for an honorarium?	No		

Other Professional and Community Service Activities

Activity Type:	Community
Organization Name:	Polk County Democrats
Activity Description:	Chair: Education Subcommittee of the Platform Committee
Involvement:	Volunteer
Date Conducted:	2/2010

Activity Type:	Professional
Organization Name:	Higher Learning Commission
Activity Description:	AQIP Peer Reviewer
Involvement:	Service on Association Committee

Date Conducted:	1/2010

Activity Type:	Professional
Organization Name:	Higher Learning Commission
Activity Description:	AQIP Peer Reviewer
Involvement:	Service on Association Committee
Date Conducted:	1/2009

Activity Type:	Professional
Organization Name:	Higher Learning Commission
Activity Description:	Chair: Institutional Change Request Panel
Involvement:	Service on Association Committee
Date Conducted:	6/2009

Activity Type:	Professional
Organization Name:	Higher Learning Commission
Activity Description:	Member: Institutional Change Request Panel
Involvement:	Service on Association Committee
Date Conducted:	5/2008

Activity Type:	Professional
Organization Name:	Higher Learning Commission
Activity Description:	AQIP Peer Reviewer
Involvement:	Service on Association Committee
Date Conducted:	1/2008

References

First Name:	Suzanne	**Last Name:**	James
Employer Name:	Walden University	**Title:**	Faculty
Department:	School of Education	**Phone #:**	(651) 398-1116
Email address :	sjamesphd@aol.com		

First Name:	John	**Last Name:**	Craddock

Employer Name:	Walden University	**Title:**	faculty
Department:		**Phone #:**	(812) 483-6506
Email address :	cossack@gte.net		

First Name:	William	**Last Name:**	Haney
Employer Name:	Brenau University	**Title:**	Faculty
Department:	Business	**Phone #:**	(770) 538-4703
Email address :	whaney@brenau.edu		

Other Information

Do you have the right to work in the U.S. and specifically for the Apollo Group?	Yes
Have you ever had a professional license revoked?	No
Have you ever been convicted of a felony?	No
Have your ever been convicted, pled guilty, pled no contest, or judicially determined to have committed a crime, fraud, or another material violation involving the acquisition, use or expenditure of federal, state or local government funds?	No
Have your ever been debarred or suspended, proposed for debarment, declared ineligible, or voluntarily excluded from certain transactions by any Federal department or agency?	No
I understand and agree to all conditions listed in the online application form:	Yes
-- Acknowledged On:	2/27/2010 10:10:54 PM

Personal Information

JOLAN BISHOP (Warren)
2323 BURLINGTON AVE.
BURLINGTON, IA 52601 US
IRN: 9023463070

jolanbishop@email.phoenix.edu
Home: (319) 520-5448

Work History

FROM: 08/2012 TO: Present
Title: High School English Teacher
Keokuk High School, English Department
2285 Middle Rd.
Keokuk, IA 62632 US
Supervisor:
Principal Responsibilities: Teach high school literature and composition courses.

FROM: 08/2012 TO: Present
Title: Goverment/Psychology Teacher
Holy Trinity Catholic Jr/Sr High School, Social Studies Department
2600 Ave. A
Ft. Madison, IA 52627 US
Supervisor:
Principal Responsibilities: Instruct high school classes in government and psychology.

FROM: 07/2010 TO: 07/2011
Title: Adjunct Instructor of Speech and Developmental Skills
Muscatine Community College, Humanities
Coloradio Ave.
Muscatine, IA 52761 US
Supervisor: Kay Steffen
Principal Responsibilities: â€¢ Courses taught: Public Speaking, Professional Communications, Academic Success Strategies, Intro to College Reading â€¢ Instruct traditional calendar classes and accelerated summer classes in communications and developmental studies

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FROM: 08/2009 TO: 11/2010
Title: Adjunct Instructor of English
Indian Hills Community College, Arts and Sciences
jbishop@ihcc.edu
525 Grandview
Ottumwa, IA 52501 US
Supervisor: Rhonda Eakins, Chair, Department of Arts and
Principal Responsibilities: â€¢ Courses taught: College Composition, Research Writing, Public Speaking â€¢ Presented public speaking classes via Iowa College Network (video with remote sites) â€¢ Instructed dual-enrollment courses at local high schools for high-achieving students â€¢ Evaluated essays for college-wide writing assessment program

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FROM: 08/2007 TO: 04/2009
Title: Instructor
Iowa Wesleyan College, English
jkbishop@iwc.edu
601 N. Main St.
Mt. Pleasant, IA 52641 US
Supervisor: Dr. Nancy Erickson, Academic Dean
Supervisor Phone: (319) 385-6205 Ext.

Principal Responsibilities: â€¢ Courses taught: College Composition, Intro to Lit and Research, American Literature â€¢ Instructed traditional calendar classes and accelerated classes for adult learning program

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FROM: 08/2007 TO: 01/2012 | Title: Adjunct English and Speech Instructor

Southeastern Community College, Arts and Sciences | jbishop@scciowa.edu

1500 W. Agency Rd.

W. Burlington, IA 52655 US

Supervisor: Curtis Blom, Dean of Academic Services | Supervisor Phone: (319) 208-5047 Ext.

Principal Responsibilities: â€¢ Courses taught: College Composition, Research Writing, Intro to Literature, Technical Writing, Public Speaking, Intro to News Writing, News Reporting, Upward Bound â€¢ Conduct credit-by-arrangement courses in specialty topics for small groups of students â€¢ Instruct dual-enrollment courses at local high schools â€¢ Serve on CPI committee for Customer Service (2009-10)

FROM: 06/2006 TO: 12/2008 | Title: IT Consultant

Sedona Technologies, Sedona Tech

555 Valley View Dr.

Moline, IL 61265 US

Supervisor: Bill Wheatley, Manager, New Business Developm | Supervisor Phone: (800) 578-5584 Ext.

Principal Responsibilities: Originally served as Documentation Coordinator for John Deere Information Systems: Responsibilities included creation and distribution of system change announcements (SCAs) and technical bulletins (TBs) regarding dealer software issues and upgrades; conversion of Quark documents from Macintosh to PC format; compile and finalize style manual for JDIS communications; edit and update software manuals for dealer software applications Beginning 9/2006, served as Program Office Administrator for John Deere Corporate IS. Responsibilities included: Create and maintain training documents and process documentation; train project managers (in person and via teleconference) in use of PlanView software system; serve as front line of communication with 400 PlanView users in the U.S and India; provide user support and perform application updates; design and maintain business communication documents (leave of absence 8/07-2/08)

FROM: 03/2006 TO: 06/2006 | Title: Managing Editor

American Safety Training, Inc., Product Development and Publishing

W 4th St

Davenport, IA 52801 US

Supervisor: Ann Mangan, Vice President

Principal Responsibilities: Oversaw editorial department of publishing arm of national safety training company. Supervise staff of two editors. Develop training program for editors. Develop basic writing skills training program for sales staff. Edit and proofread technical documents for publication. Work with representatives from publishing companies to create finished products. Work with on-site press operators to determine publishing specifications. Work with technical staff to maintain and update public website.

FROM: 01/2006 TO: 05/2006 | Title: Adjunct Instructor

Carl Sandburg College, English

2400 Tom L. Wilson Blvd.

Galesburg, IL 61401 US

Supervisor: Julie Gibb, Associate Dean of Humanities a | Supervisor Phone: (309) 341-5273 Ext.

Principal Responsibilities: Instruct English 101 classes; create and design syllabi and assignments for English 101 classes; assist in administration and evaluation of standardized exit exam for English 101

FROM: 08/2004 TO: 12/2005 | Title: Doctor of Arts Fellow

Idaho State University, English

921 S. 8th Ave.

Pocatello, ID 83209 US

Supervisor: Dr. Brian Attebery, Director of Graduate Studies (| Supervisor Phone: (208) 282-2537 Ext.

Principal Responsibilities: Attended courses full time as funded Doctor of Arts student; completed 24 graduate and 8

undegraduate credits toward Doctor of Arts degree

FROM: 08/2003 TO: 05/2004 | Title: Graduate Assistant (Instructor)

Youngstown State University, English

1 University Plaza

Youngstown, OH 44555 US

Supervisor: Dr. Jeff Buchanan, Assistant Professor of English | Supervisor Phone: (330) 941-1641 Ext.

Principal Responsibilities: Tutored developmental writing students during fall semester; Instructed English 101 classes during spring semester; created syllabi and assignments for English 101 classes; served as graduate student representative to the faculty

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Educational History

05/2004 Master of Arts in English Language and Literature | Award Type: Master's

Youngstown State University | College/Department: College of Arts and Sciences/English Department

Youngstown, OH US

12/2012 Master of Arts in Interdisciplinary Studies (History, Political Science, and Writing) | Award Type: Master's

Western New Mexico University | College/Department: Virtual College

Silver City, NM US

05/2012 Master of Arts in Teaching | Award Type: Master's

Kaplan University | College/Department: Graduate School of Education

Ft. Lauderdale, FL US

08/2002 Bachelor of Science in Political Science | Award Type: Baccalaureate

Lake Superior State University | College/Department: Department of Political Science

Sault Ste. Marie, MI US

05/2010 12 graduate hours in commuications | Award Type: Graduate Coursework

Fort Hays State University | College/Department: Virtual College

Hays, KS US

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24 graduate hours in English | Award Type: Graduate Coursework

Idaho State University | College/Department: English

Pocatello, ID US

Instructional Experience

FROM: 08/2012 TO: Present

Holy Trinity Catholic Jr/Sr High School | Ft. Madison, IA, US

Courses: American Government, Psychology

FROM: 08/2012 TO: Present

John Wood Community College | Quincy, IL, US

Courses: College Composition I (ENG 101)

FROM: 08/2012 TO: Present

Keokuk High School Keokuk, IA, US

Courses: Literature and Composition II

FROM: 01/2012 TO: 05/2012

West Burlington Arnold Junior/Senior High School West Burlington, IA, US

Courses: U.S. History World Geography Economics Sociology

FROM: 08/2011 TO: Present

Black Hawk College Moline, IL, US

Courses: ENG 101--College Composition I ENG 102--College Composition II

FROM: 01/2011 TO: Present

Kirkwood Community College Cedar Rapids, IA, US

Courses: ENG 105: Composition I ENG 108: Composition II--Technical Writing

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FROM: 09/2010 TO: 10/2010

South University Pittsburgh, PA, US

Courses: ENG 1001--Composition I

FROM: 07/2010 TO: 07/2011

Muscatine Community College Mustcatine, IA, US

Courses: SPC 112: Introduction to Public Speaking SDV 114: College Success Strategies RDG 033: Introduction to College Reading

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FROM: 03/2010 TO: Present

Kaplan University Online Ft. Lauderdale, FL, US

Courses: CM 105--Effective Communications for Business Majors 1 CM 107--College Composition I CM 220--College Composition II CM 320--Interviewing Skills for the Technical Writing Profession CM 340--Advanced Technical Communications CM 345--Grant and Proposal Writing

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FROM: 08/2009 TO: 11/2010

Indian Hills Community College Ottumwa, IA, US

Courses: ENG 105--Composition I ENG 106--Composition II SPC 112--Introduction to Public Speaking

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FROM: 09/2008 TO: Present

University of Phoenix Associates Program Phoenix, AZ, US

Courses: ENG 102--Research Writing HUM 176--Media and American Culture

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FROM: 08/2007 TO: Present

Southeastern Community College Burlington, IA, US

Courses: ENG 105--Composition I ENG 106--Composition II ENG 067--Composition Lab SPC 112--Public Speaking and Interpersonal Communication JOU 120--Beginning News writing and Writing for the Mass Media JOU 121--News Reporting ENG 111 Technical and Business Writing LIT 101 Introduction to Literature

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FROM: 08/2007 TO: 04/2009

Iowa Wesleyan College Mt. Pleasant, IA, US

Courses: English 101--Problem Solving & Writing English 102--Analysis, Persuasion and Research English 350--

Masters of American Literature II

FROM: 01/2006 TO: 05/2006

Carl Sandburg College — Galesburg, IL, US

Courses: English 101--Freshman Composition

FROM: 01/2004 TO: 05/2004

Youngstown State University — Youngstown, OH, US

Courses: ENGL 1550--Composition I

Scholarships

Scholarship Type:	Scholarship of Integration		
Published Material:	Published Materials	**Date Presented / Published:**	Fall/2001
Other:	Editorial Assistant at a Peer-Reviewed Journal		
Title:	Fall 2001 Issue		
Journal / Event Name:	Politics and the Life Sciences		
Type:	Other		
Role:	Other		
Was this project peer reviewed?	Yes		
Was this project funded?	Yes		
Did you want this to be considered for an honorarium?	No		

Scholarship Type:	Scholarship of Teaching		
Presentation:	Presentation	**Date Presented / Published:**	8/2001
Title:	Funding Your Student Organization		
Journal / Event Name:	LSSU Student Leadership Conference		
Type:	Professional Conference Panel Discussion		
Role:	Primary		
Was this project peer reviewed?	No		
Was this project funded?	No		
Did you want this to be considered for an honorarium?	No		

Scholarship Type: Scholarship of Application

Presentation:	Presentation	**Date Presented / Published:**	4/2006
Title:	Sympathizing with Satan-Role of the Prince of Darkness in Paradise Lost		
Journal / Event Name:	MMLLM		
Type:	Academic Conference Presentation		
Role:	Primary		
Was this project peer reviewed?	Yes		
Was this project funded?	No		
Did you want this to be considered for an honorarium?	No		

Scholarship Type:	Scholarship of Integration		
Presentation:	Presentation	**Date Presented / Published:**	4/2004
Title:	Johnny Came Marching Home: The Impact of the Vietnam War on American Popular Music		
Journal / Event Name:	ACA and NCA National Cnference		
Type:	Academic Conference Panel Discussion		
Role:	Primary		
Was this project peer reviewed?	No		
Was this project funded?	No		
Did you want this to be considered for an honorarium?	No		

Other Professional and Community Service Activities

Activity Type:	Professional
Organization Name:	Quad City Christian Writers Conference Author Work
Activity Description:	Intensive writing workshop
Involvement:	Continuing Professional Education
Date Conducted:	4/2011

Activity Type:	Professional
Organization Name:	University of Phoenix
Activity Description:	Intro to First Year Sequence