

Additional Admission Requirements for AAHCA/EHR

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAHCA/EHR

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

Science & Technology Requirement 6 credits

(A Track must include: 3 credits in the physical or biological sciences)

(B Track must include: SCI 162)

Must include: HCIS 245. Students must complete HCA 210, HCA 220, and HCA 240 before enrolling in HCIS 245. The HCIS 245 course requirement cannot be satisfied with transfer credit.

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 105)

(B Track must include: US 101)

Interdisciplinary Requirement 9 credits

(B Track must include: FP 101)

Concentration 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHCA/EHR

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAHCA/EHR

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment, (15 credit limit on experiential learning; 15 credit limit on professional training),
 - National Testing Programs, and
 - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Residency Requirements and Course Waivers for the AAHCA/EHR

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the AAHCA/EHR

HCA 210 3 credits

Introduction to Health Care: Riding the Fourth Wave

This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCA 220 3 credits

The Language of Health Care

This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240 3 credits

Health & Diseases: Understanding Pathos of Pathology

This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCIS 255 3 credits

Structure and Design of Electronic Health Records

Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient's medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.

HCIS 265 3 credits

Medical Health Information

This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient's records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 275 3 credits

Practical Application of Electronic Health Records

Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

COM 220 3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

HCIS 245 3 credits

Fundamentals of Information Systems for Health Care

This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

ETH 125 3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Health Care Administration/Electronic Health Records (Maryland-Online)

The following Associate of Arts/Emphasis in Health Care Administration/Electronic Health Records (AAHCA-EHR) program may be offered at these University of Phoenix campus locations: Maryland. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts Degree in Health Care Administration with emphasis in Electronic Health Records lays a foundation for further study of the health care industry at the undergraduate level. Courses focus on the introduction of health care delivery, medical terminology, health care information systems fundamentals, data management, and health care ethics and compliance. Students will also use electronic health record-keeping software that synthesizes a variety of records processes common in health care facilities. The concepts learned in this program align to national electronic health record specialist certification exam content.

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

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

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Emphasis in Health Care Administration/Electronic Health Records - Track A and B

HCA 210 ~	3 credits
Introduction to Health Care: Riding the Fourth Wave	
HCA 220 ~	3 credits
The Language of Health Care	
HCA 240 ~	3 credits
Health & Diseases: Understanding Pathos of Pathology	
HCIS 255 ~	3 credits
Structure and Design of Electronic Health Records	
HCIS 265 ~	3 credits
Medical Health Information	
HCIS 275 ~	3 credits
Practical Application of Electronic Health Records	

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

Additional Admission Requirements for AAHCA/EHR

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

General Education Requirements for the AAHCA/EHR

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.

Science & Technology Requirement 6 credits

(A Track must include: 3 credits in the physical or biological sciences)

(B Track must include: SCI 162)

Must include: HCIS 245. Students must complete HCA 210, HCA 220, and HCA 240 before enrolling in HCIS 245. The HCIS 245 course requirement cannot be satisfied with transfer credit.

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 105)

(B Track must include: US 101)

Interdisciplinary Requirement 9 credits

(B Track must include: FP 101)

Emphasis 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education total.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AAHCA/EHR

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AAHCA/EHR

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment, (15 credit limit on experiential learning; 15 credit limit on professional training),
 - National Testing Programs, and
 - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Residency Requirements and Course Waivers for the AAHCA/EHR

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the AAHCA/EHR

HCA 2103 credits

Introduction to Health Care: Riding the Fourth Wave

This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCA 2203 credits

The Language of Health Care

This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240 3 credits

Health & Diseases: Understanding Pathos of Pathology

This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCIS 255 3 credits

Structure and Design of Electronic Health Records

Students will learn about the evolving function and use of technology to support the documentation of vital health information contained in a patient's medical history. This course will introduce students to the general software applications, insurance and coding information, and regulatory compliance requirements.

HCIS 265 3 credits

Medical Health Information

This course focuses on the documentation of medical data and how managing data can be vital to the treatment and care of individuals in the health care system. Students will examine development, forms, routing, filing, and storage of patient's records in a variety of health care settings. Students will also review issues related to quality and data management, as well as privacy and security compliance.

HCIS 275 3 credits

Practical Application of Electronic Health Records

Students in the capstone course will use case studies and an electronic health record (EHR) software application to develop foundational skills related to data charting, usage, and application.

COM 220 3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

HCIS 245 3 credits

Fundamentals of Information Systems for Health Care

This course introduces the fundamentals of computer systems and the role of information processing in today's health care environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, the Internet, and how these resources are applied in the health care industry.

ETH 125 3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts Concentration in Information Technology/Web Administration

The following Associate of Arts Concentration in Information Technology/ Web Administration (AAIT/WA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Associate of Arts in Information Technology with a concentration in Web Administration focuses on the tasks involved in various web technology job roles, and the skills and technologies to perform those tasks. The concentration includes information system fundamentals, image editing and formatting, information systems security, web site development, internet business concepts and network technology. This concentration addresses the objectives specified in the CIW Web Foundations, CompTIA Strata Fundamentals, and CompTIA Security + certificates.

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

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

Preferred Sequence and Requirements - A Track and B Track

CIS 207 ~	3 credits
Information Systems Fundamentals	
VCT 236 ~	3 credits
Introduction to Image Editing and Formatting	
CMGT 245 ~	3 credits
IS Security Concepts	
CIT 277 ~	3 credits
Website Development Foundations	
CIT 278 ~	3 credits
Internet Business Concepts	
CIT 279 ~	3 credits
Network Technology Foundations	

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

Additional Admission Requirements for the AAIT/WA

All applicants are expected to meet the following admissions requirements:

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
 - South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
 - Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the AAIT/WA

- Completion of a minimum of 60 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- The diploma awarded for this program will read as follows:
Associate of Arts

General Education Requirements for the AAIT/WA

The General Education requirements for this program are the following:

Communication Arts Requirement 6 credits

(A Track must include: COMM 215, equivalent, or higher and COMM 218)

(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits

(Must include MTH 209, equivalent, or higher)

Science & Technology Requirement 6 credits

(B Track must include: SCI 163)

Humanities Requirement 6 credits

(B Track must include: HUM 114)

Social Science Requirement 6 credits

(B Track must include: PSY 211)

Additional Liberal Arts Requirement 3 credits

(A Track must include: GEN 200)

(B Track must include: GEN 195)

Interdisciplinary Requirement 9 credits

(B Track must include: FP 120 and COMM 218)

All undergraduate students are required to complete the minimum general education credits required by their program version.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the AAIT/WA

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
 - National Testing Programs, and

- ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

Residency Requirements and Course Waivers for the AAIT/WA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

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

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200

Addendum

Course Descriptions for the AAIT/WA

CIS 207 3 credits

Information Systems Fundamentals

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

VCT 236 3 credits

Introduction to Image Editing and Formatting

This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on image editing software applications, file formats, composition, color, text design, retouching, and manipulation of graphic and photographic images.

CMGT 245 3 credits

IS Security Concepts

This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

CIT 277 3 credits

Website Development Foundations

This course introduces essential Website development skills. Students will write code manually, as well as use graphical user interface (GUI) authoring tools. Topics include XHTML code validation, web forms, tables and frames, internet marketing and search engine optimization, and content formatting with style sheets. This course addresses the objectives specified in the CIW Site Development Associate Certificate.

CIT 278 3 credits

Internet Business Concepts

This course introduces the Information Technology (IT) foundational skills and technologies used in business and the tasks involved in various IT job roles. Topics include Internet connection methods and protocols, the Domain Name System (DNS), cloud computing, social networking, and business skills. This course addresses the objectives specified in the CIW Internet Business Associate Certificate.

CIT 279 3 credits

Network Technology Foundations

This course introduces the basics of network administration. Topics include the fundamentals of network architecture, the secure transmission of data, the OSI reference model, implementing a Content Management System (CMS), and mobile computing devices. This course addresses the objectives specified in the CIW Network Technology Associate Certificate.

COMM 2153 credits

Essentials of College Writing

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

MTH 2093 credits

College Mathematics II

This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

GEN 2003 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 1013 credits

Skills for Lifelong Learning

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 3003 credits

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

Master of Health Administration

The following Master of Health Administration (MHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: Create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/mha>.

MHA Program Category Requirements

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

Program Introduction, 1 total credit

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

Health Care Systems, 3 total credits

HCS 531 ~ 3 credits
Health Care Organizations and Delivery Systems

Finance, 3 total credits

HCS 577 ~ 3 credits
Financial Management in Health Care

Economics, 3 total credits

HCS 552 ~ 3 credits
Health Care Economics

Performance Measures/Data Quality, 3 total credits

HCS 588 ~ 3 credits
Measuring Performance Standards

Technology, 3 total credits

HCS 533 ~ 3 credits
Health Information Systems

Management/HR, 3 total credits

HCS 514 ~ 3 credits
Managing in Today's Health Care Organizations

Policy and Organizational Behavior, 3 total credits

HCS 550 ~ 3 credits
Health Care Policy

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits
Health Law and Ethics

Electives, 6 total credits

Students will selected two courses from the following:

HCS 535 ~ 3 credits
Concepts of Population Health

HCS 539 ~ 3 credits
Marketing for Health Care

HCS 548 ~ 3 credits
Foundations of Gerontology

HCS 567 ~ 3 credits
Entrepreneurship in Health Care

HCS 587 ~ 3 credits
Creating Change within Organizations

HCS 591 ~ 3 credits
Creating a Sustainable Health Care Organization

Health Administration, 9 total credits

HCS 525 ~ 3 credits
Leadership

HCS 529 ~ 3 credits
Contemporary Health Care Facility Design

HCS 542 ~ 3 credits
Health Care Research

Capstone, 3 total credits

HCS 589 ~ 3 credits
Health Care Strategic Management

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

Additional Admission Requirements for the MHA

All applicants are expected to meet the following admissions requirements:

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

Addendum

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.
- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 586

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. In this bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA

HCS 504 1 credit

Introduction to Graduate Study in Health Sciences/Nursing

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

HCS 5313 credits

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 5773 credits

Financial Management in Health Care

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 5523 credits

Health Care Economics

This courses focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 3 credits
Measuring Performance Standards

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 533 3 credits
Health Information Systems

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 3 credits
Managing in Today's Health Care Organizations

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 550 3 credits
Health Care Policy

This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 3 credits
Health Law and Ethics

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 3 credits
Concepts of Population Health

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 3 credits
Marketing for Health Care

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 548 3 credits
Foundations of Gerontology

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

HCS 567 3 credits
Entrepreneurship in Health Care

This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 587 3 credits
Creating Change Within Organizations

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 591 3 credits

Creating a Sustainable Health Care Organization

This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HCS 525 3 credits

Leadership

This course examines organizational leadership in the context of the health care organization. Principles, theories and models of leadership are explored. Collaborative relationships, concepts of power and professional culture are explored. Students will articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

HCS 529 3 credits

Contemporary Health Care Facility Design

This course will provide students the opportunity to analyze and create plausible designs for a health care organization. Students will discuss current and future health care consumer utilization trends and environmental impacts, as well as examine the regulatory compliance requirements. Practical application of design and planning for a health care facility will be demonstrated.

HCS 542 3 credits

Health Care Research

This course focuses on the application of health care research methods. Emphasis will be placed on using evidenced based concepts to analyze current health care workplace issues, including the development of an effective research question, literature reviews, and concepts related to data design and collection.

HCS 589 3 credits

Health Care Strategic Management

This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Education

The following Master of Health Administration Concentration in Education (MHA/ED) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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MHA/ED Program Category Requirements

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

Program Introduction, 1 total credit

HCS 504..... 1 credit

Introduction to Graduate Study in Health Sciences/Nursing

Health Care Systems, 3 total credits

HCS 531 ~ 3 credits

Health Care Organizations and Delivery Systems

Finance, 3 total credits

HCS 577 ~ 3 credits

Financial Management in Health Care

Economics, 3 total credits

HCS 552 ~ 3 credits

Health Care Economics

Performance Measures/Data Quality, 3 total credits

HCS 588 ~ 3 credits

Measuring Performance Standards

Technology, 3 total credits

HCS 533 ~ 3 credits

Health Information Systems

Management/HR, 3 total credits

HCS 514 ~ 3 credits

Managing in Today's Health Care Organizations

Policy and Organizational Behavior, 3 total credits

HCS 550 ~ 3 credits

Health Care Policy

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits

Health Law and Ethics

Electives, 6 total credits

Students will selected two courses from the following:

HCS 535 ~ 3 credits

Concepts of Population Health

HCS 539 ~ 3 credits

Marketing for Health Care

HCS 548 ~ 3 credits

Foundations of Gerontology

HCS 567 ~ 3 credits

Entrepreneurship in Health Care

HCS 587 ~ 3 credits

Creating Change within Organizations

HCS 591 ~ 3 credits

Creating a Sustainable Health Care Organization

Education Concentration, 9 total credits

HSN 540 ~ 3 credits

Teaching and Learning Strategies

HSN 544 ~ 3 credits

Design and Process of Curriculum Development

HCS 549 ~ 3 credits

Evaluation Methodology

Capstone, 3 total credits

HCS 589 ~ 3 credits

Health Care Strategic Management

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

Additional Admission Requirements for the MHA/ED

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/ED

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.
- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/ED

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

Addendum

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

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 586

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. In this bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/ED

- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/ED

HCS 504 1 credit

Introduction to Graduate Study in Health Sciences/Nursing

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

HCS 531 3 credits

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 5773 credits

Financial Management in Health Care

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 5523 credits

Health Care Economics

This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 5883 credits

Measuring Performance Standards

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 5333 credits

Health Information Systems

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 5143 credits

Managing in Today's Health Care Organizations

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 5503 credits

Health Care Policy

This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 3 credits

Health Law and Ethics

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 3 credits

Concepts of Population Health

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 3 credits

Marketing for Health Care

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 548 3 credits

Foundations of Gerontology

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

HCS 567 3 credits

Entrepreneurship in Health Care

This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 587 3 credits

Creating Change Within Organizations

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 591 3 credits

Creating a Sustainable Health Care Organization

This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HSN 540 3 credits

Teaching and Learning Strategies

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

HSN 544 3 credits

Design and Process of Curriculum Development

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

HCS 549 3 credits

Evaluation Methodology

This course provides the student with the research methodology for health services research. Models of evaluation are examined and components such as stakeholder analysis, cost benefit effectiveness, decision-modeling, and statistical techniques are applied to decision making in health care organizations.

HCS 589 3 credits

Health Care Strategic Management

This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Gerontology

The following Master of Health Administration Concentration in Gerontology (MHA/GER) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest.

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

MHA/GER Program Category Requirements

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

Program Introduction, 1 total credit

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

Health Care Systems, 3 total credits

HCS 531 ~ 3 credits
Health Care Organizations and Delivery Systems

Finance, 3 total credits

HCS 577 ~ 3 credits
Financial Management in Health Care

Economics, 3 total credits

HCS 552 ~ 3 credits
Health Care Economics

Performance Measures/Data Quality, 3 total credits

HCS 588 ~ 3 credits
Measuring Performance Standards

Technology, 3 total credits

HCS 533 ~ 3 credits
Health Information Systems

Management/HR, 3 total credits

HCS 514 ~ 3 credits
Managing in Today's Health Care Organizations

Policy and Organizational Behavior, 3 total credits

HCS 550 ~ 3 credits
Health Care Policy

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits
Health Law and Ethics

Electives, 6 total credits

Students will selected two courses from the following:

HCS 535 ~ 3 credits
Concepts of Population Health

HCS 539 ~ 3 credits
Marketing for Health Care

HCS 548 ~ 3 credits
Foundations of Gerontology

HCS 567 ~ 3 credits
Entrepreneurship in Health Care

HCS 587 ~ 3 credits
Creating Change within Organizations

HCS 591 ~ 3 credits
Creating a Sustainable Health Care Organization

Gerontology Concentration, 9 total credits

HCS 548 ~ 3 credits
Foundations of Gerontology

HCS 551 ~ 3 credits
Biological and Psychological Aspects of Aging

HCS 557 ~ 3 credits
Social and Cultural Aspects of Aging

Capstone, 3 total credits

HCS 589 ~ 3 credits
Health Care Strategic Management

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

Additional Admission Requirements for the MHA/GER

All applicants are expected to meet the following admissions requirements:

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

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/GER

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.
- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/GER

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 586

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. In this bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/GER

- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/GER

HCS 504..... 1 credit

Introduction to Graduate Study in Health Sciences/Nursing

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

HCS 531 3 credits

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 3 credits

Financial Management in Health Care

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 552 3 credits

Health Care Economics

This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 3 credits

Measuring Performance Standards

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 533 3 credits

Health Information Systems

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 3 credits

Managing in Today's Health Care Organizations

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 550 3 credits

Health Care Policy

This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 3 credits

Health Law and Ethics

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 3 credits

Concepts of Population Health

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 3 credits

Marketing for Health Care

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 548 3 credits

Foundations of Gerontology

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

HCS 567 3 credits

Entrepreneurship in Health Care

This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 587 3 credits
Creating Change Within Organizations

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 591 3 credits
Creating a Sustainable Health Care Organization

This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HCS 548 3 credits
Foundations of Gerontology

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

HCS 551 3 credits
Biological and Psychological Aspects of Aging

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

HCS 557 3 credits
Social and Cultural Aspects of Aging

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

HCS 589 3 credits
Health Care Strategic Management

This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Informatics

The following Master of Health Administration Concentration in Gerontology (MHA/INF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/mha>.

MHA/INF Program Category Requirements

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

Program Introduction, 1 total credit

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

Health Care Systems, 3 total credits

HCS 531 ~ 3 credits
 Health Care Organizations and Delivery Systems

Finance, 3 total credits

HCS 577 ~ 3 credits
 Financial Management in Health Care

Economics, 3 total credits

HCS 552 ~ 3 credits
 Health Care Economics

Performance Measures/Data Quality, 3 total credits

HCS 588 ~ 3 credits

Measuring Performance Standards

Technology, 3 total credits

HCS 533 ~ 3 credits

Health Information Systems

Management/HR, 3 total credits

HCS 514 ~ 3 credits

Managing in Today's Health Care Organizations

Policy and Organizational Behavior, 3 total credits

HCS 550 ~ 3 credits

Health Care Policy

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits

Health Law and Ethics

Electives, 6 total credits*Students will selected two courses from the following:*

HCS 535 ~ 3 credits

Concepts of Population Health

HCS 539 ~ 3 credits

Marketing for Health Care

HCS 548 ~ 3 credits

Foundations of Gerontology

HCS 567 ~ 3 credits

Entrepreneurship in Health Care

HCS 587 ~ 3 credits

Creating Change within Organizations

HCS 591 ~ 3 credits

Creating a Sustainable Health Care Organization

Informatics Concentration, 9 total credits

HCI 500 ~ 3 credits

Concepts of Health Care Informatics

HCI 510 ~ 3 credits

Systems Life Cycle

HCI 520 ~ 3 credits

Data Management and Design

Capstone, 3 total credits

HCS 589 ~ 3 credits

Health Care Strategic Management

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

Additional Admission Requirements for the MHA/INF

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/INF

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.
- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/INF

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 586

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. In this bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/INF

- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/INF

HCS 504..... 1 credit

Introduction to Graduate Study in Health Sciences/Nursing

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

HCS 531 3 credits

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 3 credits

Financial Management in Health Care

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 552 3 credits

Health Care Economics

This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 3 credits

Measuring Performance Standards

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 533 3 credits

Health Information Systems

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 3 credits

Managing in Today's Health Care Organizations

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 550 3 credits

Health Care Policy

This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 3 credits

Health Law and Ethics

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 3 credits

Concepts of Population Health

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and determinants of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 3 credits

Marketing for Health Care

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 548 3 credits

Foundations of Gerontology

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

HCS 567 3 credits

Entrepreneurship in Health Care

This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 587 3 credits

Creating Change Within Organizations

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 591 3 credits

Creating a Sustainable Health Care Organization

This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HCI 5003 credits

Concepts of Health Care Informatics

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

HCI 5103 credits

Systems Life Cycle

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

HCI 5203 credits

Data Management and Design

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

HCS 5893 credits

Health Care Strategic Management

This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Health Administration Concentration in Sustainability Management

The following Master of Health Administration Concentration in Sustainability Management (MHA/SUS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are influential to the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics and strategic planning. In addition to the University Learning Goals, graduates of the MHA program will: create a strategic plan for a health care organization, analyze the impact of health care policy on delivery and services provided by the industry, evaluate informational technology and security management needs of health care, utilize data to support quality and performance measure decision-making processes for health care entities, demonstrate management of organizational finances within the economic environment of various health care industries, and analyze the impact of various management and leadership theories within health care organizations and delivery systems. Students can gain additional knowledge through the selection and completion of a 9 credit specialization in their area of interest. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/mha>.

MHA/SUS Program Category Requirements

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

Program Introduction, 1 total credit

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

Health Care Systems, 3 total credits

HCS 531 ~ 3 credits
Health Care Organizations and Delivery Systems

Finance, 3 total credits

HCS 577 ~ 3 credits
Financial Management in Health Care

Economics, 3 total credits

HCS 552 ~ 3 credits
Health Care Economics

Performance Measures/Data Quality, 3 total credits

HCS 588 ~ 3 credits
Measuring Performance Standards

Technology, 3 total credits

HCS 533 ~ 3 credits
Health Information Systems

Management/HR, 3 total credits

HCS 514 ~ 3 credits
Managing in Today’s Health Care Organizations

Policy and Organizational Behavior, 3 total credits

HCS 550 ~ 3 credits
Health Care Policy

Legal and Ethics, 3 total credits

HCS 545 ~ 3 credits
Health Law and Ethics

Electives, 6 total credits

Students will selected two courses from the following:

HCS 535 ~ 3 credits
Concepts of Population Health

HCS 539 ~ 3 credits
Marketing for Health Care

HCS 548 ~ 3 credits
Foundations of Gerontology

HCS 567 ~ 3 credits
Entrepreneurship in Health Care

HCS 587 ~ 3 credits
Creating Change within Organizations

HCS 591 ~ 3 credits
Creating a Sustainable Health Care Organization

Sustainability Management Concentration, 9 total credits

HCS 591 ~ 3 credits
Creating a Sustainable Health Care Organization

HCS 593 ~ 3 credits
Economics of Sustainability

HCS 596~ 3 credits
Issues in Environmental Sustainability

Capstone, 3 total credits

HCS 589 ~ 3 credits
Health Care Strategic Management

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

Additional Admission Requirements for the MHA/SUS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

Addendum

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience within the past ten years.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MHA/SUS

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.
- Students who have earned a graduate degree in Health Administration (MHA) may not receive a certificate in the same area of focus. Example: a student may not earn an MHA/GER degree and a GER certificate; however, students who have completed a certificate may return to receive a Master of Health Administration (MHA) degree with a concentration in the same area as the completed certificate or another approved concentration.

Residency Requirements and Course Waivers for the MHA/SUS

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

The following courses in the Required Course of Study may not be waived: HCS 504, HCS 586

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. In this bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Minimum Grade Requirements for the MHA/SUS

- Students in this program are required to achieve a minimum grade of "B" (3.0) in following course: HCS 589. A "B-" grade is not acceptable. Students who fail to receive a minimum grade of "B" will be scholastically disqualified from the University.
- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Course Descriptions for the MHA/SUS

HCS 504 1 credit

Introduction to Graduate Study in Health Sciences/Nursing

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

HCS 5313 credits

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 5773 credits

Financial Management in Health Care

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 5523 credits

Health Care Economics

This courses focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 3 credits
Measuring Performance Standards

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 533 3 credits
Health Information Systems

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 3 credits
Managing in Today's Health Care Organizations

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 550 3 credits
Health Care Policy

This course will provide students with an understanding of how health care policy influences systems and the delivery of care. Policymakers who influence the health status of a society will be identified as well as the role of economic health, interest groups, and the various levels of government involved in policymaking will be examined. Challenges, stakeholder impact, and organizational behavior, all caused by policy requirements, will be identified.

HCS 545 3 credits
Health Law and Ethics

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 535 3 credits
Concepts of Population Health

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 539 3 credits
Marketing for Health Care

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 548 3 credits
Foundations of Gerontology

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

HCS 567 3 credits
Entrepreneurship in Health Care

This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 587 3 credits
Creating Change Within Organizations

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 591 3 credits

Creating a Sustainable Health Care Organization

This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HCS 591 3 credits

Creating a Sustainable Health Care Organization

This course explores the challenges faced by health care organizations as they create an environment focused on sustainability. Understanding sustainability, assessing institutional practices, supporting behavioral change, organizational leadership, and exploring innovation are examined.

HCS 593 3 credits

Economics of Sustainability

This course examines the economic issues related to the management of resources in the creation of lean/green environmentally focused organizations. Topics include financial implications, economic analysis of sustainable goods and resources, as well as measures collaborating with external programs and services.

HCS 596 3 credits

Issues in Environmental Sustainability

Sustainability strategies are evolving and transforming the landscape of health care. This course will explore the impact of technology, regulations, societal and community interactions, and use of evidenced based knowledge to support environmental sustainability.

HCS 589 3 credits

Health Care Strategic Management

This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Master of Science/Administration of Justice and Security

The following Master of Science/Administration of Justice and Security (MS/AJS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science/ Administration of Justice and Security degree provides the required knowledge for the student to develop competence in administering criminal justice or security programs. While distinctions between the roles of justice and security organizations are understood, the degree emphasizes an understanding of administrative responsibilities common to both disciplines. The value of cooperative interaction is also addressed. The degree provides the student with administrative program development and problem solving skills in preparation for promotional or transitional opportunities in the management of police, corrections, security or court operations.

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

MS/AJS Program Category Requirements

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

Introduction to Criminal Justice, 1 total credit

AJS 501 1 credit

Introduction to Graduate Study in Criminal Justice and Security

Survey of Justice, 3 total credits

AJS 502 ~ 3 credits

Survey of Justice and Security

Organizational Administration, 3 total credits

AJS 512 ~ 3 credits

Organizational Administration in Justice and Security

Finance, 3 total credits

AJS 522 ~ 3 credits
Finance and Budgeting in Justice and Security

Ethics, 3 total credits

AJS 532 ~ 3 credits
Ethics in Justice and Security

Criminological Theory, 3 total credits

AJS 542 ~ 3 credits
Criminological Theory

Legal Issues in Justice and Security, 3 total credits

AJS 552 ~ 3 credits
Legal Issues in Justice and Security

Organizational Risk, 3 total credits

AJS 562 ~ 3 credits
Organizational Risk and Incident Management

Cybercrime and Information Systems, 3 total credits

AJS 572 ~ 3 credits
Cybercrime and Information Systems Security

Public Policy Issues, 3 total credits

AJS 582 ~ 3 credits
Public Policy Issues

Concepts of Physical and Personal Protection, 3 total credits

AJS 585 ~ 3 credits
Concepts of Physical and Personal Protection

Forensic Science/Psychological Profiling, 3 total credits

AJS 592 ~ 3 credits
Forensic Science and Psychological Profiling

Capstone Course, 3 total credits

AJS 595 ~ 3 credits
Program Development and Evaluation

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

Additional Admission Requirements for the MS/AJS

All applicants are expected to meet the following admissions requirements:

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

- A minimum equivalent of three (3) years of full-time, post-high school professional work experience in policing, criminal courts or correctional service (community or institutional), or security AND a minimum of 15 semester credit hours (minimum "C-" grade or better) in Criminal Justice, Justice Studies or Administration of Justice or Security

OR

- An undergraduate degree (includes completion of a major/ minor/ focus or concentrations of at least 21 credit hours) in any field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MS/AJS

- Completion of a minimum of 37 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Science
Administration of Justice and Security

Minimum Grade Requirements for the MS/AJS

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492, SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

Addendum

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS

AJS 501 1 credit
Introduction to Graduate Study in Criminal Justice and Security

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

AJS 502 3 credits

Survey of Justice and Security

This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 512 3 credits

Organizational Administration in Justice and Security

This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 3 credits

Finance and Budgeting in Justice and Security

This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 3 credits

Ethics in Justice and Security

This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 5423 credits

Criminological Theory

This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

AJS 5523 credits

Legal Issues in Justice and Security

This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

AJS 5623 credits

Organizational Risk and Incident Management

This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 5723 credits

Cybercrimes and Information Systems Security

This course provides an overview of the nature of criminal activity that is facilitated through or that targets information systems. The course also reviews security measures that are designed to protect the software, hardware and data associated with information systems.

AJS 5823 credits

Public Policy Issues

This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 5853 credits

Concepts of Physical and Personal Protection

This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.

AJS 5923 credits

Forensic Science and Psychological Profiling

This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.

AJS 5953 credits

Program Development and Evaluation

This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

Master of Science/Administration of Justice and Security Bridge

The following Master of Science/Administration of Justice and Security Bridge (MS/AJS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science / Administration of Justice and Security (MS/AJS) Bridge program is designed for students who are interested in pursuing the MS/AJS degree, but may not have a background in the criminal justice (law enforcement, criminal courts, or corrections) and/or security fields. The Bridge program consists of four courses that provide a foundational framework for student success in the MS/AJS program. Students are required to complete courses in criminal justice, criminal court systems, correctional processes and penal systems, and security before entering the core MS/AJS degree program. Upon completion of these courses, students will be familiar with issues and trends influencing criminal justice and security and will be prepared to gain skills and knowledge to enter today's dynamic criminal justice and security fields. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/ms-ajs>.

MS/AJS Program Category Requirements

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

Introduction to Criminal Justice, 1 total credit

AJS 501 1 credit
Introduction to Graduate Study in Criminal Justice and Security

Bridge Coursework, 12 total credits

CJA 490..... 3 credits
Survey of Criminal Justice
CJA 491 ~ 3 credits
Survey of Criminal Court Systems
CJA 492 ~ 3 credits
Survey of Correctional Processes and Penal Systems
SEC 493 ~ 3 credits
Survey of Security

Survey of Justice, 3 total credits

AJS 502 ~ 3 credits
Survey of Justice and Security

Organizational Administration, 3 total credits

AJS 512 ~ 3 credits
Organizational Administration in Justice and Security

Finance, 3 total credits

AJS 522 ~ 3 credits
Finance and Budgeting in Justice and Security

Ethics, 3 total credits

AJS 532 ~ 3 credits
Ethics in Justice and Security

Criminological Theory, 3 total credits

AJS 542 ~ 3 credits
Criminological Theory

Legal Issues in Justice and Security, 3 total credits

AJS 552 ~ 3 credits
Legal Issues in Justice and Security

Organizational Risk, 3 total credits

AJS 562 ~ 3 credits
Organizational Risk and Incident Management

Cybercrime and Information Systems, 3 total credits

AJS 572 ~ 3 credits
Cybercrime and Information Systems Security

Public Policy Issues, 3 total credits

AJS 582 ~ 3 credits
Public Policy Issues

Concepts of Physical and Personal Protection, 3 total credits

AJS 585 ~ 3 credits
Concepts of Physical and Personal Protection

Forensic Science/Psychological Profiling, 3 total credits

AJS 592 ~ 3 credits
Forensic Science and Psychological Profiling

Capstone Course, 3 total credits

AJS 595 ~ 3 credits
Program Development and Evaluation

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

Additional Admission Requirements for the MS/AJS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience in policing, criminal courts or correctional service (community or institutional), or security AND a minimum of 15 semester credit hours (minimum "C-" grade or better) in Criminal Justice, Justice Studies or Administration of Justice or Security

OR

Addendum

- An undergraduate degree (includes completion of a major/minor/focus or concentrations of at least 21 credit hours) in any field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MS/AJS

- Completion of a minimum of 49 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Science
Administration of Justice and Security

Grades earned in MS/AJS bridge courses are calculated in the MS/AJS grade point average (GPA).

Academic Progression Requirements for the MS/AJS

- Students enrolling in this bridge program must complete the four MS/AJS bridge courses CJA 490, CJA 491, CJA 492 and SEC 493 with a "C" or better.

Minimum Grade Requirements for the MS/AJS

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492, SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students enrolled in the bridge version may waive the four (4) undergraduate bridge courses in addition to 9 credits from the required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS

AJS 501 1 credit
Introduction to Graduate Study in Criminal Justice and Security

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

CJA 4903 credits
Survey of Criminal Justice

This course is a survey which explores the organizational differences and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies; and the related processes involved in the criminal justice system. It surveys the historical aspects of the police, the courts, and the correctional system, as well as explains the foundational relevance of these components to the overall functioning of the criminal justice system. Additionally, special issues and challenges faced by each of these areas will be considered.

CJA 4913 credits
Survey of Criminal Court Systems

This course is a survey to the historical aspects of the courts and various components of the legal system. It examines the different types of court at the state and federal levels, courtroom players, courtroom processes, and post conviction process of the court system. Additionally, it illustrates the correlation among all courtroom participants, differentiates roles and responsibilities, and examines how they relate to one another.

CJA 4923 credits
Survey of Correctional Processes and Penal Systems

This course is a survey to the various components of the correctional system and penal reform within the criminal justice system. It provides an overview of corrections, jails and prisons including their history, the players involved and their roles, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.

SEC 493 3 credits
Survey of Security

This course is a survey which explores proprietary and contract security operations and differentiates the benefits of each within organizational security, as well as provides an introduction to various areas of security. Other topics that are covered include the purposes, objectives, procedures, risks, and types of organizations associated with the respective security specializations. Additionally, it examines security trends pertaining to Homeland Security and security technology.

AJS 502 3 credits
Survey of Justice and Security

This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 512 3 credits
Organizational Administration in Justice and Security

This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 3 credits
Finance and Budgeting in Justice and Security

This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 3 credits
Ethics in Justice and Security

This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 3 credits
Criminological Theory

This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

AJS 552 3 credits
Legal Issues in Justice and Security

This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

AJS 562 3 credits
Organizational Risk and Incident Management

This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 572 3 credits
Cybercrimes and Information Systems Security

This course provides an overview of the nature of criminal activity that is facilitated through or that targets information systems. The course also reviews security measures that are designed to protect the software, hardware and data associated with information systems.

AJS 582 3 credits
Public Policy Issues

This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 585 3 credits
Concepts of Physical and Personal Protection

This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.

AJS 592 3 credits
Forensic Science and Psychological Profiling

This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.

AJS 595 3 credits
Program Development and Evaluation

This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security

The following Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security (MS/AJS-GHS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The concentration in Global and Homeland Security provides students with the knowledge to administer security programs within organizations. Developing a foundation of related theory, the concentration includes topics such as; critical incident management, intelligence, cybercrime, organizational performance, and technology. While distinctions between the roles of Criminal Justice and Security organizations are addressed, the concentration emphasizes administrative responsibilities common to security and Homeland Security organizations.

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

MS/AJS-GHS Program Category Requirements

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

Introduction to Criminal Justice, 1 total credit

AJS 501 1 credit

Introduction to Graduate Study in Criminal Justice and Security

Survey of Justice, 3 total credits

AJS 502 ~ 3 credits

Survey of Justice and Security

Organizational Administration, 3 total credits

AJS 512 ~ 3 credits

Organizational Administration in Justice and Security

Finance, 3 total credits

AJS 522 ~ 3 credits

Finance and Budgeting in Justice and Security

Ethics, 3 total credits

AJS 532 ~ 3 credits

Ethics in Justice and Security

Criminological Theory, 3 total credits

AJS 542 ~ 3 credits

Criminological Theory

Legal Issues in Justice and Security, 3 total credits

AJS 552 ~ 3 credits

Legal Issues in Justice and Security

Organizational Risk, 3 total credits

AJS 562 ~ 3 credits

Organizational Risk and Incident Management

Capstone Course, 3 total credits

AJS 595 ~ 3 credits

Program Development and Evaluation

Leadership and Public Policy in Global/Homeland Security, 3 total credits

GHS 563 ~ 3 credits

Leadership and Public Policy in Global/Homeland Security

Intelligence Integration in Global/Homeland Security, 3 total credits

GHS 573 ~ 3 credits

Intelligence Integration in Global/Homeland Security

Multi-disciplinary Global and Homeland Security Issues, 3 total credits

GHS 583 ~ 3 credits

Multi-disciplinary Global and Homeland Security Issues

Critical Infrastructure Analysis and Protection, 3 total credits

GHS 593 ~ 3 credits

Critical Infrastructure Analysis and Protection

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

Additional Admission Requirements for the MS/AJS-GHS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience in policing, criminal courts or correctional service (community or institutional), or security AND a minimum of 15 semester credit hours (minimum "C-" grade or better) in Criminal Justice, Justice Studies or Administration of Justice or Security

OR

- An undergraduate degree (includes completion of a major/minor/focus or concentrations of at least 21 credit hours) in any field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MS/AJS-GHS

- Completion of a minimum of 37 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Science
Administration of Justice and Security
The diploma will not reflect the concentration. Concentrations are reflected on the transcript only.

Minimum Grade Requirements for the MS/AJS-GHS

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492, SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS-GHS

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS-GHS

AJS 501 1 credit
Introduction to Graduate Study in Criminal Justice and Security
This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

AJS 502 3 credits
Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 512 3 credits
Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 3 credits
Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 3 credits
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 3 credits
Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

AJS 552 3 credits
Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

AJS 562 3 credits

Organizational Risk and Incident Management

This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 595 3 credits

Program Development and Evaluation

This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

GHS 563 3 credits

Leadership and Public Policy in Global/Homeland Security

This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. The leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability to deliberate violent acts.

GHS 573 3 credits

Intelligence Integration in Global/Homeland Security

This course allows students to explore the collaboration of intelligence and law enforcement communities (Intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and Homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.

GHS 5833 credits

Multi-disciplinary Global and Homeland Security Issues

This course explores current and future issues in global and Homeland security. Students will evaluate domestic border security and global immigration control and analyze Constitutional issues involving the PATROIT Act. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Learners will develop methods for coordinating emergency management efforts, evaluate cyber-threats to domestic and global infrastructures, and discuss the psychological and sociological effects of terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

GHS 5933 credits

Critical Infrastructure Analysis and Protection

This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment, and vulnerability identification. Risk assessment methodologies; physical protection system design; cyber security; and emergency response protocols are discussed.

Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security Bridge

The following Master of Science/Administration of Justice and Security Concentration in Global and Homeland Security Bridge (MS/AJS-GHS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The concentration in Global and Homeland Security provides students with the knowledge to administer security programs within organizations. Developing a foundation of related theory, the concentration includes topics such as; critical incident management, intelligence, cybercrime, organizational performance, and technology. While distinctions between the roles of Criminal Justice and Security organizations are addressed, the concentration emphasizes administrative responsibilities common to security and Homeland Security organizations.

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

MS/AJS-GHS Program Category Requirements

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

Introduction to Criminal Justice, 1 total credit

AJS 501 1 credit
Introduction to Graduate Study in Criminal Justice and Security

Bridge Coursework, 12 total credits

CJA 490..... 3 credits
Survey of Criminal Justice
CJA 491 ~ 3 credits
Survey of Criminal Court Systems
CJA 492 ~ 3 credits
Survey of Correctional Processes and Penal Systems
SEC 493 ~ 3 credits
Survey of Security

Survey of Justice, 3 total credits

AJS 502 ~ 3 credits
Survey of Justice and Security

Organizational Administration, 3 total credits

AJS 512 ~ 3 credits
Organizational Administration in Justice and Security

Finance, 3 total credits

AJS 522 ~ 3 credits
Finance and Budgeting in Justice and Security

Ethics, 3 total credits

AJS 532 ~ 3 credits
Ethics in Justice and Security

Criminological Theory, 3 total credits

AJS 542 ~ 3 credits
Criminological Theory

Legal Issues in Justice and Security, 3 total credits

AJS 552 ~ 3 credits
Legal Issues in Justice and Security

Organizational Risk, 3 total credits

AJS 562 ~ 3 credits
Organizational Risk and Incident Management

Capstone Course, 3 total credits

AJS 595 ~ 3 credits
Program Development and Evaluation

Leadership and Public Policy in Global/Homeland Security, 3 total credits

GHS 563 ~ 3 credits
Leadership and Public Policy in Global/Homeland Security

Intelligence Integration in Global/Homeland Security, 3 total credits

GHS 573 ~ 3 credits
Intelligence Integration in Global/Homeland Security

Multi-disciplinary Global and Homeland Security Issues, 3 total credits

GHS 583 ~ 3 credits
Multi-disciplinary Global and Homeland Security Issues

Critical Infrastructure Analysis and Protection, 3 total credits

GHS 593 ~ 3 credits
Critical Infrastructure Analysis and Protection

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

Additional Admission Requirements for the MS/AJS-GHS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience in policing, criminal courts or correctional service (community or institutional), or security AND a minimum of 15 semester credit hours (minimum "C-" grade or better) in Criminal Justice, Justice Studies or Administration of Justice or Security

OR

Addendum

- An undergraduate degree (includes completion of a major/minor/focus or concentrations of at least 21 credit hours) in any field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MS/AJS-GHS

- Completion of a minimum of 49 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Science
Administration of Justice and Security
The diploma will not reflect the concentration. Concentrations are reflected on the transcript only.

Grades earned in MS/AJS bridge courses are calculated in the MS/AJS grade point average (GPA).

Academic Progression Requirements for the MS/AJS-GHS

- Students enrolling in this bridge program must complete the four MS/AJS bridge courses CJA 490, CJA 491, CJA 492 and SEC 493 with a "C" or better.

Minimum Grade Requirements for the MS/AJS-GHS

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492, SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS-GHS

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students enrolled in the bridge version may waive the four (4) undergraduate bridge courses in addition to 9 credits from the required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS-GHS

AJS 501 1 credit

Introduction to Graduate Study in Criminal Justice and Security

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

CJA 4903 credits

Survey of Criminal Justice

This course is a survey which explores the organizational differences and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies; and the related processes involved in the criminal justice system. It surveys the historical aspects of the police, the courts, and the correctional system, as well as explains the foundational relevance of these components to the overall functioning of the criminal justice system. Additionally, special issues and challenges faced by each of these areas will be considered.

CJA 4913 credits

Survey of Criminal Court Systems

This course is a survey to the historical aspects of the courts and various components of the legal system. It examines the different types of court at the state and federal levels, courtroom players, courtroom processes, and post conviction process of the court system. Additionally, it illustrates the correlation among all courtroom participants, differentiates roles and responsibilities, and examines how they relate to one another.

CJA 4923 credits

Survey of Correctional Processes and Penal Systems

This course is a survey to the various components of the correctional system and penal reform within the criminal justice system. It provides an overview of corrections, jails and prisons including their history, the players involved and their roles, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.

SEC 493 3 credits
Survey of Security

This course is a survey which explores proprietary and contract security operations and differentiates the benefits of each within organizational security, as well as provides an introduction to various areas of security. Other topics that are covered include the purposes, objectives, procedures, risks, and types of organizations associated with the respective security specializations. Additionally, it examines security trends pertaining to Homeland Security and security technology.

AJS 502 3 credits
Survey of Justice and Security

This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 512 3 credits
Organizational Administration in Justice and Security

This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 3 credits
Finance and Budgeting in Justice and Security

This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 3 credits
Ethics in Justice and Security

This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 3 credits
Criminological Theory

This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

AJS 552 3 credits
Legal Issues in Justice and Security

This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

AJS 562 3 credits
Organizational Risk and Incident Management

This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include

defining risk, planning factors for critical incident response, lessons learned.

AJS 595 3 credits
Program Development and Evaluation

This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

GHS 563 3 credits
Leadership and Public Policy in Global/Homeland Security

This course is designed to provide students with an understanding of how public organizations deal with the threat of various forms of terrorism. The leadership and management responsibilities are considered. Students will understand the importance of interdisciplinary security in developing comprehensive protection plans and policies designed to reduce the vulnerability to deliberate violent acts.

GHS 573 3 credits
Intelligence Integration in Global/Homeland Security

This course allows students to explore the collaboration of intelligence and law enforcement communities (Intelligence-led policing) for human welfare and safety in global and homeland environments. Students will review the development and implementation of counterterrorism initiatives based on terrorism intelligence. Students will also examine recommendations of the Global Intelligence Working Group (GIWG) and evaluate operational expectations of law enforcement and federal intelligence analysts, law enforcement administrators, and first responding officers responsible for global and Homeland security. Students will also explore the importance of keeping local law enforcement intelligence and national security intelligence separate, but recognize methods for federal, state, and local law enforcement agencies to share and dispense intelligence.

GHS 583 3 credits
Multi-disciplinary Global and Homeland Security Issues

This course explores current and future issues in global and Homeland security. Students will evaluate domestic border security and global immigration control and analyze Constitutional issues involving the PATROIT Act. Students will understand the importance of planning for the prevention of domestic and international terrorism acts and develop an understanding of gathering, using, and sharing appropriate intelligence. They will explore the collaboration and development of partnerships with private security organizations. Learners will develop methods for coordinating emergency management efforts, evaluate cyber-threats to domestic and global infrastructures, and discuss the psychological and sociological effects of terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

GHS 593 3 credits
Critical Infrastructure Analysis and Protection

This course focuses on systems analysis in the context of critical infrastructure protection. The course provides a strategic perspective of the Critical Infrastructure Protection efforts in the United States. This includes preparation and response to critical events. Practical approaches to CIP are considered including threat assessment, and vulnerability identification. Risk assessment methodologies; physical protection system design; cyber security; and emergency response protocols are discussed.

Addendum

Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations

The following Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations (MS/AJS-LEO) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The Law Enforcement Organizations concentration provides students with the general knowledge needed to perform in supervisory, administrative, and executive roles within law enforcement organizations. The concentration emphasizes intelligence operations, organizational behavior, budgeting, planning, and technology.

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

MS/AJS-LEO Program Category Requirements

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

Introduction to Criminal Justice, 1 total credit

AJS 501 1 credit

Introduction to Graduate Study in Criminal Justice and Security

Survey of Justice, 3 total credits

AJS 502 ~ 3 credits

Survey of Justice and Security

Organizational Administration, 3 total credits

AJS 512 ~ 3 credits

Organizational Administration in Justice and Security

Finance, 3 total credits

AJS 522 ~ 3 credits

Finance and Budgeting in Justice and Security

Ethics, 3 total credits

AJS 532 ~ 3 credits

Ethics in Justice and Security

Criminological Theory, 3 total credits

AJS 542 ~ 3 credits

Criminological Theory

Legal Issues in Justice and Security, 3 total credits

AJS 552 ~ 3 credits

Legal Issues in Justice and Security

Public Policy Issues, 3 total credits

AJS 582 ~ 3 credits

Public Policy Issues

Capstone Course, 3 total credits

AJS 595 ~ 3 credits

Program Development and Evaluation

Law Enforcement Intelligence Operations, 3 total credits

LEO 563 ~ 3 credits

Law Enforcement Intelligence Operations

Organizational Performance, Analysis and Decision Making, 3 total credits

LEO 573 ~ 3 credits

Organizational Performance, Analysis, and Decision Making

Strategic Planning for the Law Enforcement Sector, 3 total credits

LEO 583 ~ 3 credits

Strategic Planning for the Law Enforcement Sector

Technology for the Law Enforcement Executive, 3 total credits

LEO 593 ~ 3 credits

Technology for the Law Enforcement Executive

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

Additional Admission Requirements for the MS/AJS-LEO

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
 - A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
 - A minimum equivalent of three (3) years of full-time, post-high school professional work experience in policing, criminal courts or correctional service (community or institutional), or security AND a minimum of 15 semester credit hours (minimum "C-" grade or better) in Criminal Justice, Justice Studies or Administration of Justice or Security
- OR**
- An undergraduate degree (includes completion of a major/minor/focus or concentrations of at least 21 credit hours) in any field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.
 - All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MS/AJS-LEO

- Completion of a minimum of 37 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Science
Administration of Justice and Security
The diploma will not reflect the concentration. Concentrations are reflected on the transcript only.

Minimum Grade Requirements for the MS/AJS-LEO

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492, SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS-LEO

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS-LEO

- AJS 501 1 credit
Introduction to Graduate Study in Criminal Justice and Security
This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
- AJS 502 3 credits
Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.
- AJS 512 3 credits
Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.
- AJS 522 3 credits
Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.
- AJS 532 3 credits
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.
- AJS 542 3 credits
Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.
- AJS 552 3 credits
Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
- AJS 582 3 credits
Public Policy Issues
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 595 3 credits

Program Development and Evaluation

This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

LEO 563..... 3 credits

Law Enforcement Intelligence Operations

This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather and analyze information obtained through either human or electronic means. The student will comprehend the resources available for conducting investigations. Through examination of organizations comprising the "intelligence community" students will recognize how public and private sector partnerships can promote efficiency and effectiveness.

LEO 573 3 credits

Organizational Performance, Analysis, and Decision Making

This course explores methods to track and measure an organization's overall performance and use the data collected to align and actuate future decisions. Topics would include empirical practices in performance measurement, mining and filtering data; effectively communicate research results, and application of innovative knowledge for future decision-making. Students will also study modern evaluation methods to analyze the neoteric organizational decisions.

LEO 583 3 credits

Strategic Planning for the Law Enforcement Sector

This course will introduce students to the theory, tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

LEO 593 3 credits

Technology for the Law Enforcement Executive

This course examines technologies that effect the operations and administrative responsibilities of the law enforcement executive. The course provides the student with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their personal and career goals.

Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations Bridge

The following Master of Science/Administration of Justice and Security Concentration in Law Enforcement Organizations Bridge (MS/AJS-LEO) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Administration of Justice and Security degree program offers concentrations in Global and Homeland Security and in Law Enforcement Organizations. The Law Enforcement Organizations concentration provides students with the general knowledge needed to perform in supervisory, administrative, and executive roles within law enforcement organizations. The concentration emphasizes intelligence operations, organizational behavior, budgeting, planning, and technology.

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

MS/AJS-LEO Program Category Requirements

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

Introduction to Criminal Justice, 1 total credit

AJS 501 1 credit

Introduction to Graduate Study in Criminal Justice and Security

Bridge Coursework, 12 total credits

CJA 4903 credits

Survey of Criminal Justice

CJA 491 ~3 credits

Survey of Criminal Court Systems

CJA 492 ~3 credits

Survey of Correctional Processes and Penal Systems

SEC 493 ~3 credits

Survey of Security

Survey of Justice, 3 total credits

AJS 502 ~3 credits

Survey of Justice and Security

Organizational Administration, 3 total credits

AJS 512 ~ 3 credits
Organizational Administration in Justice and Security

Finance, 3 total credits

AJS 522 ~ 3 credits
Finance and Budgeting in Justice and Security

Ethics, 3 total credits

AJS 532 ~ 3 credits
Ethics in Justice and Security

Criminological Theory, 3 total credits

AJS 542 ~ 3 credits
Criminological Theory

Legal Issues in Justice and Security, 3 total credits

AJS 552 ~ 3 credits
Legal Issues in Justice and Security

Public Policy Issues, 3 total credits

AJS 582 ~ 3 credits
Public Policy Issues

Capstone Course, 3 total credits

AJS 595 ~ 3 credits
Program Development and Evaluation

Law Enforcement Intelligence Operations, 3 total credits

LEO 563 ~ 3 credits
Law Enforcement Intelligence Operations

Organizational Performance, Analysis and Decision Making, 3 total credits

LEO 573 ~ 3 credits
Organizational Performance, Analysis, and Decision Making

Strategic Planning for the Law Enforcement Sector, 3 total credits

LEO 583 ~ 3 credits
Strategic Planning for the Law Enforcement Sector

Technology for the Law Enforcement Executive, 3 total credits

LEO 593 ~ 3 credits
Technology for the Law Enforcement Executive
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MS/AJS-LEO

All applicants are expected to meet the following admissions requirements:

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

- A minimum equivalent of three (3) years of full-time, post-high school professional work experience in policing, criminal courts or correctional service (community or institutional), or security AND a minimum of 15 semester credit hours (minimum "C-" grade or better) in Criminal Justice, Justice Studies or Administration of Justice or Security

OR

- An undergraduate degree (includes completion of a major/ minor/focus or concentrations of at least 21 credit hours) in any field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MS/AJS-LEO

- Completion of a minimum of 49 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as:
Master of Science
Administration of Justice and Security
The diploma will not reflect the concentration. Concentrations are reflected on the transcript only.

Grades earned in MS/AJS bridge courses are calculated in the MS/AJS grade point average (GPA).

Academic Progression Requirements for the MS/AJS-LEO

- Students enrolling in this bridge program must complete the four MS/AJS bridge courses CJA 490, CJA 491, CJA 492 and SEC 493 with a "C" or better.

Minimum Grade Requirements for the MS/AJS-LEO

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492, SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Addendum

Residency Requirements and Course Waivers for the MS/AJS-LEO

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students enrolled in the bridge version may waive the four (4) undergraduate bridge courses in addition to 9 credits from the required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: AJS 595

Course Descriptions for the MS/AJS-LEO

AJS 501 1 credit
Introduction to Graduate Study in Criminal Justice and Security

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

CJA 490 3 credits
Survey of Criminal Justice

This course is a survey which explores the organizational differences and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies; and the related processes involved in the criminal justice system. It surveys the historical aspects of the police, the courts, and the correctional system, as well as explains the foundational relevance of these components to the overall functioning of the criminal justice system. Additionally, special issues and challenges faced by each of these areas will be considered.

CJA 4913 credits
Survey of Criminal Court Systems

This course is a survey to the historical aspects of the courts and various components of the legal system. It examines the different types of court at the state and federal levels, courtroom players, courtroom processes, and post conviction process of the court system. Additionally, it illustrates the correlation among all courtroom participants, differentiates roles and responsibilities, and examines how they relate to one another.

CJA 4923 credits
Survey of Correctional Processes and Penal Systems

This course is a survey to the various components of the correctional system and penal reform within the criminal justice system. It provides an overview of corrections, jails and prisons including their history, the players involved and their roles, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.

SEC 4933 credits
Survey of Security

This course is a survey which explores proprietary and contract security operations and differentiates the benefits of each within organizational security, as well as provides an introduction to various areas of security. Other topics that are covered include the purposes, objectives, procedures, risks, and types of organizations associated with the respective security specializations. Additionally, it examines security trends pertaining to Homeland Security and security technology.

AJS 5023 credits
Survey of Justice and Security

This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 5123 credits
Organizational Administration in Justice and Security

This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 5223 credits
Finance and Budgeting in Justice and Security

This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 5323 credits
Ethics in Justice and Security

This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 3 credits

Criminological Theory

This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

AJS 552 3 credits

Legal Issues in Justice and Security

This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

AJS 582 3 credits

Public Policy Issues

This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 595 3 credits

Program Development and Evaluation

This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

LEO 563 3 credits

Law Enforcement Intelligence Operations

This course examines the basic tools utilized in addressing criminal activity and security issues, relating to the gathering of intelligence. This course provides students with knowledge and resources to effectively identify, gather and analyze information obtained through either human or electronic means. The student will comprehend the resources available for conducting investigations. Through examination of organizations comprising the "intelligence community" students will recognize how public and private sector partnerships can promote efficiency and effectiveness.

LEO 573 3 credits

Organizational Performance, Analysis, and Decision Making

This course explores methods to track and measure an organization's overall performance and use the data collected to align and actuate future decisions. Topics would include empirical practices in performance measurement, mining and filtering data; effectively communicate research results, and application of innovative knowledge for future decision-making. Students will also study modern evaluation methods to analyze the neoteric organizational decisions.

LEO 583 3 credits

Strategic Planning for the Law Enforcement Sector

This course will introduce students to the theory, tools and practical measures for successfully designing and implementing a strategic plan for law enforcement organizations. Students will learn strategic approaches that allow evaluation and measurement of fiscal responsibility, accountability, productivity, customer satisfaction, and cohesiveness of mission, with the intent of identifying best practices and overall organizational effectiveness.

LEO 593 3 credits

Technology for the Law Enforcement Executive

This course examines technologies that effect the operations and administrative responsibilities of the law enforcement executive. The course provides the student with an understanding of the relationship between technologies and critical incident management. Upon completion of this course, students will have knowledge and skills that will assist them with their personal and career goals.

ADDENDUM - UPDATED POLICY

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

Admission Statuses

Graduate Provisional (PV) Status

Students who meet all admission requirements in graduate programs except the minimum GPA requirement of 2.50 or 3.00 (see program specific admissions requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49 or 2.50 and 2.99 depending on the program of interest. Students admitted on provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of their fourth completed program applicable course to be unconditionally admitted and placed on Admitted status. Failure to meet the minimum grade point average (GPA) of 3.0 by the fourth completed program applicable course will result in a DA (Disqualified Admission) student academic status. Students who are disqualified from their program are not eligible to reenter that program for a minimum of three years and are not eligible for readmission into an alternate program until the lapse of six months from the date of disqualification.

Program Academic Statuses

Program Disqualification

~~Effective for new enrollments March 1, 2009 and later Students provisionally admitted (PV), who fail to meet the minimum requirement for admission (AM), will be placed on Program Disqualification (PD) program academic status and Disqualified Admission (DA) academic status. Students who are disqualified from their program are not eligible to reenter that program for a minimum of three years. Students disqualified for admission are not eligible for readmission into an alternate program until the lapse of six months from the date of disqualification. Students may appeal to reenter into the program from which they were disqualified (PD) or any updated version of the program after a lapse of three years.~~

ADDENDUM - UPDATED POLICY

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

Purposes

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

The following information is also located in the Consumer Information section of the catalog:

Program Accreditation

College of Nursing Programs

The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

CCNE

One Dupont Circle, NW, Suite 530

Washington, DC 20036

(202) 887-6791

<http://www.aacn.nche.edu/accreditation/>

ADDENDUM - UPDATED FACILITIES

The following update is effective as of August 1st, 2012. The new / updated information is underlined and will supercede the existing addresses located in the Facilities section of this catalog.

Florida Campuses

Oakleaf II Learning Center

9785 Crosshill Blvd

Jacksonville, FL 32222-5823

904 779-4500

904 779-4501 FAX

East Orlando Learning Center

1900 N. Alafaya Trail

Orlando, FL 32826-4717

407 563-1500

407 563-1560 FAX

Westshore Learning Center - Tampa

4805 Independence Parkway

Suite 110

Tampa, FL 33634-7535

813 626-7911

813 977-1449 FAX

ADDENDUM - UPDATED POLICY

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

Residency Requirements and Course Waivers for the MAED/SPE

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E & S	MTE 501 MTE 506, <u>MTE 518</u>
MAED/SPE	<u>SPE 578</u>

ADDENDUM - UPDATED POLICY

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

Residency Requirements and Course Waivers for the MAED/SPE

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Provisional SEI Endorsement (SEI/500)
- Arizona Full SEI Endorsement (SEI/500 and SEI/503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at: <https://www.ade.az.gov/oelas/>.

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E & S	MTE 501 MTE 506, <u>MTE 518</u>
MAED/SPE	<u>SPE 578</u>

ADDENDUM - UPDATED POLICY

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

MAED/ADM Required Course of Study

ADMIN 591C ~..... 1 credit

Administrative Internship Part III: Professional Practice

Course Descriptions for the MAED/ADM

ADMIN 591C 1 credit

Administrative Internship Part III: Professional Practice

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

ADDENDUM - UPDATED POLICY

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

State Refund Policies

Iowa

Students in the state of Iowa who withdraw from a course prior the start date will receive a 100 percent refund of tuition for that course. Students who withdraw from a course after the start date will receive a pro-rata refund of tuition for the course until they have attended 100 percent of the course. Refunds will be paid within 30 days of a student's official withdrawal.

ADDENDUM - UPDATED POLICY

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

Additional Admission Requirements for the certificate program

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

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution's candidacy period is not acceptable for admission.
- Upon admission, students must have completed all but six (6) semester or nine (9) quarter credit hours in the areas as stated below. These additional six (6) credits must be completed prior to student teaching.
- Candidates with a content area in social studies must have completed all but nine (9) semester or 12 quarter credit hours upon admission.
- Candidates for the Secondary Teacher Education program must have a minimum of 24 credits in one of the following areas:
 - English: coursework must include advanced composition, linguistics, literature, communications
 - Mathematics: coursework must include analytic geometry and calculus, abstract and linear algebra, probability and statistics, geometry
 - Science: 24 credits in one of the following areas: life science, chemistry, earth/space science, physics, biology, general science (biology, chemistry, physics and earth/space), physical science (chemistry, earth/space, physics)
 - Health
 - Physical Education
 - Global Language
 - Fine Arts
- Candidates for the Secondary Teacher Education program seeking a Social Studies license must select one (1) primary and at least two (2) supporting areas.
 Primary area = 18 credits
 Supporting area = 12 credits (2 supporting areas are required)
 - Economics
 - Geography
 - Government
 - Psychology
 - Sociology
 - United States History
 - World Civilization
 - An additional 10 credits of diversified social studies not taken from the candidate's primary or supporting areas.
- A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript.
- Students with a GPA of 2.5 - 3.0 on their undergraduate degree posted transcript can be admitted if they also have five (5) years of professional experience.
- T2T-Secondary applicants must have passing scores on the designated state content knowledge exam (Praxis II: secondary content area specific)
- A signed Indiana Transition to Teaching New Student Checklist
- Students who reside outside of the US or US Territory are not eligible to apply.

ADDENDUM - UPDATED POLICY

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

Additional Admission Requirements for the BSN

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
 - South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
 - Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
 - Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Current employment is not a requirement for admission.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands

- Non-military students who enroll in this program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -BSN-I. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the BSN practicum or contact an Online College representative.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.

- Completion of a nursing diploma earned from a recognized school of nursing in the United States; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.
- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

ADDENDUM - UPDATED COURSE DESCRIPTION

The following course description is effective as of August 1st, 2012. Please see the updated information below. The new information is underlined and will supercede the existing policy located in the Undergraduate College of Information Systems and Technology section of this catalog.

Bachelor of Science in Information Technology

Course Descriptions for the Concentration in Software Engineering

POS 409 3 credits

.NET II

This course extends the facilities of the .NET family of languages. The course focuses on the C# language. Topics covered include designing C# applications, writing and debugging programs, data files and database connectivity.

ADDENDUM - UPDATED POLICY

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

Administration and Supervision Certificate Program

Program Category Requirements and Course Selections

Orientation, 0 Total Credits

ADMIN 501 0 credits

Orientation to Administration and Supervision

ADDENDUM - UPDATED POLICY

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

Residency Requirements and Course Waivers for the BSLS

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 91 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Professional Preparation Program Requirements, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: ARTS 230CA, ARTS 340CA, EED 498CA, EED 499CA, GEN 200, HUM 375CA, PHL 310CA, TPA 001, TPA 002

Candidacy Status for the BSLS

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 84 Required Course of Study (prior to PHL/310CA) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXP file.

- Demonstration of basic skills proficiency (CBEST)
- Verification of Certificate of Clearance
- Must provide one of the following verifications prior to the completion of 84 semester credits in the program:
 - The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

ADDENDUM - UPDATED POLICY

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

Residency Requirements and Course Waivers for the BSED/E

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
 - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
 - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
 - The course must have been completed and transcribed from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
 - The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
 - The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

- Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.
- The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 415, SPE 300
- Arizona residents may waive SEI 300 and/or SEI 301 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
 - Arizona Provisional SEI Endorsement (SEI 300)
 - Arizona Full SEI Endorsement (SEI 300 and SEI 301)
 - Arizona English as a Second Language Endorsement
 - Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at <http://www.ade.state.az.us/asd/lep/>.

Institutional Recommendation for the BSED/E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential). Candidates wishing to be certified in the state of Pennsylvania must show verification of a 3.0 overall cumulative GPA as noted on the Bachelor's transcript.
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Arizona or Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

 ADDENDUM - UPDATED POLICY

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

PHD/HEA Required Course of Study

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

COM 705	1 credit
Communication Strategies	
SEM 700R ~	0 credits
Doctoral Program Orientation Seminar	
EDU 711 ~	3 credits
Core Functions of Higher Education Administration	
DOC 710R ~	3 credits
Doctoral Studies Seminar and Workshop	
<u>EDU 706 ~</u>	<u>3 credits</u>
<u>Comparative Models of Higher Education Administration</u>	
PHL 713 ~	3 credits
Philosophy of Education	
SOC 721 ~	3 credits
Social, Political, and Ethical Aspects of Higher Education	
<u>EDU 706 ~</u>	<u>3 credits</u>
<u>Comparative Models of Higher Education Administration</u>	
EDU 724 ~	3 credits
Student Development Theory	
RES 714 ~	3 credits
Quantitative Methods and Statistical Analyses	
RES 715 ~	3 credits
Qualitative Methods	
ORG 722 ~	3 credits
Organizational Theory, Planning, and Change	
FIN 723 ~	3 credits
Higher Education Finance and Economics	
DOC 720 ~	3 credits
Proposal Seminar	
DOC 721 ~	3 credits
Prospectus and Proposal Workshop	
LAW 731 ~	3 credits
Legal Aspects of Higher Education	
EDU 732 ~	3 credits
Planning, Evaluation, & Assessment in Higher Education Administration	
DOC 730R ~	3 credits
Professional Development and Socialization	
EXAM 799 ~	1 credit
Comprehensive Examination	
ELEC 710 ~	3 credits
PHD/HEA Elective	

Must be Method-Orientated Independent Study or Applied Research Methods course

ELEC 711 ~	3 credits
PHD/HEA Elective	
ELEC 712 ~	3 credits
PHD/HEA Elective	
DOC 736A ~	3 credits
Dissertation I	
DOC 737 ~	3 credits
Dissertation II	
DOC 738A ~	3 credits
Defense	
DOC 740R ~	0 credits
Annual Renewal Residency (as required)	
Elective Courses to Fulfill ELEC 710	
RES 723 ~	3 credits
Advanced Statistical Research Methods and Design	
RES 724 ~	3 credits
Qualitative Methods and Design	
RES 725 ~	3 credits
Descriptive and Comparative Data Analysis	
RES 726 ~	3 credits
Correlational Methods of Analysis	
RES 727 ~	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728 ~	3 credits
Qualitative Case Study	
RES 729 ~	3 credits
Ethnomethodology and the Study of Culture	
RES 745 ~	3 credits
Grounded Theory Methods	
RES 746 ~	3 credits
Mixed Methods	
Elective Courses to Fulfill ELEC 711 and ELEC 712	
COM 701 ~	3 credits
Diversity and Communication	
EDU 701 ~	3 credits
Academic Affairs Administration	
EDU 702 ~	3 credits
History of Education in the Americas	
EDU 703 ~	3 credits
Student Affairs Administration	
EDU 704 ~	3 credits
Understanding the Infrastructure of Higher Education	
EDU 705 ~	3 credits
The Inclusive Campus: Addressing Differing Student Needs	
EDU 712 ~	3 credits
History of Education	

EDU 709.....	3 credits
The Community College	
IND 701	3 credits
Independent Study I	
IND 702	3 credits
Independent Study II	
IND 703	3 credits
Independent Study III	
LDR 706.....	3 credits
Leadership, Management, and Supervision	
ORG 707	3 credits
Advanced Systems Thinking	
RES 725	3 credits
Descriptive and Comparative Data Analysis	
RES 726.....	3 credits
Correlational Methods of Analysis	
RES 727	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728.....	3 credits
Qualitative Case Study	
RES 729.....	3 credits
Ethnomethodology and the Study of Culture	

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and dissertation defense requirements for the doctoral program. Students have the option to complete the B or B and C courses for either DOC 736 and/or DOC 738 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 736B or DOC 738B must be awarded a letter grade from the faculty member for their final attempt at the "B" course. Students who proceed from DOC 736B or DOC 738B to DOC 736C or DOC 738C, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "C" course.

Course Descriptions for the PHD/HEA

COM 705	1 credit
Communication Strategies	

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix's adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R	0 credits
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Doctoral Program Orientation Seminar

SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies' integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

EDU 711	3 credits
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Core Functions of Higher Education Administration

This course examines the major features of the three core functional areas of modern higher education. The course focuses on the administration of higher education institutions and includes the 1) student experience, including student development and learning; 2) faculty and staff issues, including RPT (retention, promotion, and tenure), faculty and staff development, curriculum, governance; and 3) infrastructure concerns, including planning, technology, and facilities.

DOC 710R	3 credits
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Doctoral Studies Seminar and Workshop

As an orientation to doctoral learning, this course challenges learners to engage in a transformational learning process by positioning themselves within their cultural context, the emerging doctoral community, and the larger field of interest. Learners will develop their critical consciousness as scholars, practitioners, and leaders. Class activities will include critical reading and writing, dialogic interaction, reflexive practice, and collaborative projects. As an outcome of the course, learners will refine their disposition toward the doctoral process and develop theoretical models and practical skills to succeed in the program.

EDU 706	3 credits
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Comparative Models of Higher Education

This course will present a comparative perspective of educational systems that exist in today's world. Introducing the relationship between culture and education, the course will present a brief historical analysis of the social, political, economic, and development antecedents to educational systems. Cross-national comparative analysis, educational borrowing and transfer, and current trends and transfer in the British, French, German, Russian, U.S., and hybrid systems that serve as the basic models for higher education throughout the world. In the culmination of this course, learners will investigate the trends in unifying systems into a global synthesis of higher education. China and Eastern philosophy.

PHL 713	3 credits
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Philosophy of Education

Why educate? This course will commence with basic questions that underlie the purposes of formal and non-formal education. Global perspectives on values, beliefs, cultural referents, and goals of education will be examined from ancient days through current theorists. The course will culminate with the student's developing a personal philosophy of education that emerges from the study of various philosophies, both formal and non-formal.

SOC 721 3 credits

Social, Political, & Ethical Aspects of Higher Education

Learners will undertake research into the intertwined aspects of social and political constructs as they impact ethical decision-making in higher education administration. Stakeholders, economics, political agendas, beliefs, values, cultures, and religions will be examined within a framework of ethical theories of problem-solving and resolution strategies. Students will conclude the course with a personal assessment of ethical philosophy as it applies to the realm of higher education.

EDU 706 3 credits

Comparative Models of Higher Education

This course will present a comparative perspective of educational systems that exist in today's world. Introducing the relationship between culture and education, the course will present a brief historical analysis of the social, political, economic, and development antecedents to educational systems. Cross-national comparative analysis, educational borrowing and transfer, and current trends and transfer in the British, French, German, Russian, U.S., and hybrid systems that serve as the basic models for higher education throughout the world. In the culmination of this course, learners will investigate the trends in unifying systems into a global synthesis of higher education. China and Eastern philosophy.

EDU 724 3 credits

Student Development Theory

This course will foster an enhanced understanding of college students through an examination of the psychosocial, cultural, cognitive-structural, identity, and typology theories related to college student development. Application and use of theory to everyday practice and a broad range of students in higher education will be discussed.

RES 714 3 credits

Quantitative Methods and Statistical Analyses

This course is designed to provide students with an overview of quantitative research approaches and their application to decision making in higher education. Various methodologies for data collection and statistical analyses will be discussed, with an emphasis on the ways in which quantitative analyses are utilized in educational settings.

RES 715 3 credits

Qualitative Methods

This course is designed to provide students with an overview of qualitative research approaches and the application to work in higher education. Various methods for data collection and analyses will be discussed including: ethnography, grounded theory, case studies, discourse analysis, and phenomenology.

ORG 722 3 credits

Organizational Theory, Planning, and Change

This course examines the structure of higher education organizations and the ways in which leaders manage these organizations through change. Learners will focus on the cultural aspects of educational organizations, the ways in which organizational strategies are designed and implemented, as well as the organizational contexts that affect structure and change.

FIN 723 3 credits

Higher Education Finance and Economics

This course introduces and examines the major features of the financial functions operative within various kinds of institutions of higher education. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: types of degree-granting institutions; public and private, non-profit and for-profit entities; small, medium, and large entities; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional income streams, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.

DOC 720 3 credits

Proposal Seminar

This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement and purpose statement, as well as determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOC 721 3 credits

Prospectus and Proposal Workshop

This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.

LAW 731 3 credits

Legal Aspects of Higher Education

This course provides an analysis of the legal issues prevalent in higher education institutions. Major topics of discussion include accreditation and regulatory issues, federal and state constituents and laws, institutional and individual legal issues, student rights, employment agreements, and the legal aspect of technology. Learners review case laws and specific pieces of education legislation to provide a basis for their legal decisions and policy making.

EDU 732 3 credits

Planning, Evaluation, & Assessment in Higher Education Administration

This course will explore various concepts, theories, and methodologies underlying program planning, development, and assessment. Focusing on higher education administration, course content will address issues of purpose, goals, activities, outcomes, and evaluation in a variety of higher educational endeavors. Campus and off-campus program development, including feasibility, financial planning, staffing, and report management will provide knowledge and skills to effectively undertake campus initiatives.

DOC 730R3 credits

Professional Development & Socialization in Higher Education Administration

This course explores various aspects of daily work in higher education administration with a focus on the professional development of the learner. Topics will include: Grant-writing, program proposal development, scholarship and writing for publication, identifying external funding-sources, involvement in professional associations, and updating or developing a Curriculum Vitae.

EXAM 7991 credit

Comprehensive Examination

The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.

DOC 736A3 credits

Dissertation I

The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC 737

DOC 7373 credits

Dissertation II

Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/ mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 738A3 credits

Defense

In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 740R0 credit

Annual Renewal Residency

This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.

RES 7233 credits

Advanced Statistical Research Methods and Design

The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 7243 credits

Qualitative Methods and Design

This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.

RES 7253 credits

Descriptive and Comparative Data Analysis

This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hoetelling's T, MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.

RES 7263 credits

Correlational Methods of Analysis

This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs, other approaches may be covered.

RES 7273 credits

Approaches to Phenomenological Inquiry and Data Analysis

This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 7283 credits

Qualitative Case Study

This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729 3 credits

Ethnomethodology and the Study of Culture

In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on "thick description" as a critical mode of representation.

RES 745 3 credits

Grounded Theory Methods

This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 3 credits

Mixed Methods

The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

COM 701 3 credits

Diversity and Communication

This course explores how the language of leadership can serve to include rather than exclude people. The major content areas of this course will be on not singling people out for race, age, disability, sexual orientation, and on being consistent in their treatment of people within a group. Upon completion of this course, learners will be able to investigate and analyze various aspects of their language for any ways that stereotypes are perpetuated or some groups of people are given less value.

EDU 701 3 credits

Academic Affairs Administration

This course introduces and examines the major functions traditionally housed in the academic wing of a given institution. Specifically, the following faculty roles and responsibilities will be addressed: those in institutional governance, those in curriculum development and design, those in curriculum delivery, those in student recruitment and retention, and those in institutional advancement. Delivery methods; relationship between curriculum and finances (subsidizing); selection, development, termination of programs; responsiveness to the marketplace; using data to make curricular decisions; Student learning outcomes (balancing with budgetary constraints); politics and curriculum.

EDU 702 3 credits

History of Education in the Americas

An in-depth analysis of the development of education in Canada, Central America, South American nations, and the United States will form the basis of this course. Topics will include indigenous educational perspectives, the development of education (K-post-secondary), major forces affecting educational development at all levels, and the political, social, economic, and cultural contexts of educational development. Public and private endeavors in education through the 20th century will be presented.

EDU 703 3 credits

Student Affairs Administration

This course will explore the history, philosophy, and purposes of student affairs administration, examining both its theoretical and practical foundations. Students will investigate issues and problems currently facing student affairs administration in the ever-changing educational climate and focus on the future of the profession.

EDU 704 3 credits

Understanding the Infrastructure of Higher Education

This course will examine the evolution of the Higher Education Academy from an organizational, political, philosophical, cultural, economic, and policy-oriented point of view. Students will become familiar with the campus culture through the evolution of various campus models that impact how departments function on-campus and work collaboratively to support the institution's mission and educate students.

EDU 705 3 credits

The Inclusive Campus: Addressing Differing Student Needs

This course will provide an overview of the various physical, mental, social, cultural, and economic factors that contribute to the uniqueness of students with individual differing abilities as related to campus culture and climate. Drawing from current topics and research in higher education administration, the behavior of and trends related to the needs of this student population will be examined.

EDU 712 3 credits

History of Education

This course will present the learner with a comprehensive survey of the purposes and educational developments from ancient civilizations in Africa (Egypt, Babylonia, Assyria, Persia), Asia (China, Indus Valley), Greece, and Rome through the 20th century. Hindu, Jewish, Muslim, Christian, and Buddhist traditions, Zhou Dynasty, Medieval/Renaissance/Reformation, Enlightenment, Industrial, and Post-Industrial educational developments will be studied as a prelude to investigating comparative educational systems.

EDU 7093 credits

The Community College

In this course, learners study the contexts, systems, and purposes of the community college within the higher education environment.

IND 7013 credits

Independent Study I

The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program's chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 7023 credits

Independent Study II

The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program's chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 7033 credits

Independent Study III

The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program's chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

LDR 7063 credits

Leadership, Management, and Supervision

This course investigates building teamwork and commitment, coaching and mentoring, collective bargaining and contract negotiations, and delegating. Upon completion of this course, learners will have the following competencies: the ability to plan work teams and increase the effectiveness of their work, use coaching to improve the work of the underachiever as well as continued growth of all employees, arrange and participate in collective bargaining and contract negotiations, and delegate work to subordinates.

ORG 7073 credits

Advanced Systems Thinking

With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.

DOC 736B3 credits

Dissertation I

The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 736C3 credits

Dissertation I

The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 738B.....3 credits

Defense

In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 738C3 credits

Defense

In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

ADDENDUM - UPDATED POLICY

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

College of Nursing

The College of Nursing offers both undergraduate and graduate (see the graduate section of this catalog) degrees to prepare students to expand their career options in the dynamic and rapidly changing health care environment.

Undergraduate Programs

- LP/VN to Bachelor of Science in Nursing
- RN to Bachelor of Science in Nursing

Graduate Programs

- Master of Science in Nursing
- Master of Science in Nursing/Healthcare Education
- Master of Science in Nursing/ Informatics
- Master of Science in Nursing/Family Nurse Practitioner
- Post Master Certificate - Family Nurse Practitioner
- Master of Health Administration/Master of Science in Nursing
- Master of Business Administration/Health Care Management/Master of Science in Nursing
- Master of Science in Nursing/Master of Health Administration
- Master of Science in Nursing/Master of Business Administration/Health Care Management

The College of Nursing works closely with other academic departments to assure that the students receive appropriate and well-rounded education. The College also works cooperatively with the College of Arts and Sciences to give breadth to the undergraduate experience through the integration of general education and professional course work. The programs are also designed to assure that computer competencies are incorporated into the curriculum.

Students/Candidates in the College of Nursing may be required to take a proctored exam as part of their curriculum.

Nursing

The Nursing programs are designed to respond to the educational needs of licensed nurses. The College offers employed nurses opportunities to participate in accredited degree programs developed to broaden their professional horizons. The Bachelor of Science in Nursing and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791.

Nursing Programs

The Bachelor of Science in Nursing (BSN) program should address the accreditation by the Commission on Collegiate Nursing Education (CCNE)*

*For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036; (202)887-6791.

ADDENDUM - UPDATED POLICY

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

College of Nursing

The College of Nursing was established to respond to the educational needs of registered nurses and health care professionals. The College offers working nurses and health care professionals opportunities to participate in degree programs developed to broaden their professional horizons. These programs are designed specifically for nurses and health care professionals who desire a repertoire of skills and knowledge necessary to respond effectively to today's dynamic health care environment. They also equip students with essential skills necessary to assume a leadership role in resolving the challenges being faced by health care organizations and personnel.

Each program has a blend of theory and practice which fosters a learning environment that allows students to build their knowledge base and to effectively and creatively apply what they have learned.

The MSN Programs are developed for nurses who want to ground their professional nursing decisions and actions with appropriate nursing theories, research principles, and practices. The MSN curriculum builds on baccalaureate education through the development of advanced practice roles of caregiver, teacher, and manager of care. In addition, there is a MSN/FNP Program and FNP Post-Masters Certificate available at selected University of Phoenix campuses. Students/Candidates in the College of Nursing may be required to take a proctored exam as part of their curriculum.

The MSN/MHA and MSN/MBA/HC Dual Degree Programs allow nurses to blend advanced nursing concepts with business and management skills need in health care today.

Nursing Programs

All Master of Science in Nursing programs should address the accreditation by the Commission on Collegiate Nursing Education (CCNE)*

*For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036; (202)887-6791.

ADDENDUM - UPDATED POLICY

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

Additional Admission Requirements for the MSN/MHA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0. Current employment in a nursing or healthcare role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN/I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

ADDENDUM - UPDATED POLICY

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

Additional Admission Requirements for the MSN/MBA/HC

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.
- Current employment is not a requirement for admission.
- Students must have access to an appropriate healthcare organization environment in which to complete the work related course assignments.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

- Signed Criminal Background Check Disclosure
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- Signed FERPA Release/Drug Test or Failure to Test Results

ADDENDUM - UPDATED POLICY

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

Additional Admission Requirements for the MSN/INF

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure

- Signed FERPA Release/Drug Test or Failure to Test Results
- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement. Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.

ADDENDUM - UPDATED POLICY

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

Additional Admission Requirements for the MSN/ED

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.
- Current employment is not a requirement for admission.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands

- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

ADDENDUM - UPDATED POLICY

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

Master of Science in Nursing

The Master of Science in Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education (CCNE)* enhances the knowledge and skills of registered nurses with baccalaureate degree preparation. The program prepares nurses for advanced practice to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care.

Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in specific area of content or advanced practice role. Thirty-nine credits are required for completion of the degree.

The course sequence will be completed in the order determined by the University. The University reserves the right to modify and/or resequence the curriculum as necessary. All course work must be completed satisfactorily or be repeated. All courses that do not meet the required minimum grade must be repeated.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791

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

Additional Admission Requirements for the MSN

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.

- Current employment is not a requirement for admission.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

ADDENDUM - UPDATED POLICY

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

Residency Requirements and Course Waivers for the MM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

The following courses may not be waived from the degree program: MGT 527, MGT 598

The School of Advanced Studies offers a bridge opportunity for masters degree students who are interested in taking doctoral courses as part of the masters degree program. The School of Advanced Studies has created a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. Our goal is to encourage students to enroll in doctoral programs at University of Phoenix. In this bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

ADDENDUM - UPDATED POLICY

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

Residency Requirements and Course Waivers for the MAED/ TED-S (Nevada)

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E & S	MTE 501, MTE 506, MTE 518
MAED/SPE	SPE 578

ADDENDUM - UPDATED POLICY

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

Candidacy Status for the MAED/TED-S (California)

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.

- Demonstration of basic skills proficiency
 - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
 - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.
- Verification of Certificate of Clearance
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
 - The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- TB test results (District specific)

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Student Teaching for the MAED/TED-S (California)

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass CalTPA tasks 3 and 4.
- California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

ADDENDUM - UPDATED POLICY

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

Candidacy Status for the MAED/TED-E (California)

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.

- Demonstration of basic skills proficiency
 - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.
 - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.
 - Students enrolled in MAED/TED-E must pass all sections of the CSET: Multiple Subjects examination plus the additional CSET: Writing Skills examination will have met the basic skills requirement and will not need to pass the CBEST.
- Verification of Certificate of Clearance.
- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
 - The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- TB test results (District specific)

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Student Teaching for the MAED/TED-E (California)

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.

- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
 - Student teaching can only be repeated one time.
 - Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
 - Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
 - Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
 - Candidates in the MAED/TED program may not student teach in special education.
 - MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and pass CalTPA tasks 3 and 4.
 - California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
 - Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
 - Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
 - Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

ADDENDUM - UPDATED COURSE DESCRIPTION

The following course description is effective as of August 1st, 2012. Please see the updated information below. The new information is underlined and will supercede the existing policy located in the Graduate Education section of this catalog.

Residency Requirements and Course Waivers for the MAED/ SPE (Texas)

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 533, RDG 570, SPE 546, SPE 575, SPE 578, SPE 591, SPE 594, SPE 595

ADDENDUM - NEW PROGRAM APPROVED

The following program(s) is(are) approved to be offered effective August 1, 2012. Please see the program description(s), course requirements, required courses, additional course descriptions and any other programmatic requirements listed below.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific concentration areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to concentrations related to specific areas of criminal justice within those domains.

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

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

BSCJA Foundation Courses

GEN 200	3 credits
Foundations for General Education and Professional Success	
CJA 204 ~	3 credits
Introduction to Criminal Justice	
CJA 214 ~	3 credits
Introduction to Police Theory and Practices	
CJA 224 ~	3 credits
Introduction to Criminal Court Systems	
CJA 234 ~	3 credits
Introduction to Corrections	

BSCJA Required Course of Study

CJA 304 ~	3 credits
Interpersonal Communications	
CJA 314 ~	3 credits
Criminology	
CJA 324 ~	3 credits
Ethics in Criminal Justice	
CJA 334 ~	3 credits
Research Methods in Criminal Justice	
CJA 344 ~	3 credits
Cultural Diversity Issues in Criminal Justice	
CJA 354 ~	3 credits
Criminal Law	

CJA 364 ~	3 credits
Criminal Procedure	
CJA 374 ~	3 credits
Juvenile Justice Systems and Processes	
CJA 384 ~	3 credits
Criminal Organizations	
CJA 394 ~	3 credits
Contemporary Issues and Futures in Criminal Justice	

Students must select one concentration in a particular area of study at the time of enrollment.

Students may also complete an additional concentration. Please contact your academic representative for more information.

Concentration in Cyber Crimes

The BSCJA Cybercrimes concentration provides students with the basic skills needed to recognize relevant sources of electronic evidence and determine how electronic evidence can be used in court proceedings and as part of an organizational security plan. The concentration combines academic instruction in criminal justice and cybercrime concepts to include; the evolution of cybercrime, cybercrime forensics, electronic evidence gathering, and cybercrime investigation and prevention. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

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

CIS 207 ~	3 credits
Information System Fundamentals	
BCC 401 ~	3 credits
Cybercrimes in the 21st Century	
BCC 402 ~	3 credits
Cyber Crime and Role of Law Enforcement Security Personnel	
BCC 403 ~	3 credits
Global Technology and Cyber Crime	
CJA 484 ~	3 credits
Criminal Justice Administration Capstone	

Concentration in Security

The BSCJA Security concentration is intended to provide students with the knowledge and basic skills to work in Homeland Security and other areas of the criminal justice system that deal with terrorism, counterintelligence, and analysis. This concentration combines academic instruction in criminal justice and security practices to include; risk management, counterterrorism, critical infrastructure protection, and critical incident management. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

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

BSS 480 ~	3 credits
Risk Management Perception and Communication	

BSS 481 ~	3 credits
Counterterrorism Intelligence and Analysis	
BSS 482 ~	3 credits
Securing Critical Infrastructure and Cyberspace	
BSS 483 ~	3 credits
World View of Homeland Security	
CJA 484 ~	3 credits
Criminal Justice Administration Capstone	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for the BSCJA

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.
- Signed Criminal Conviction Prohibition Acknowledgement Form

General Education Requirements for the BSCJA

A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:

Communication Arts, 6 credits

Oregon campus students must use writing courses to complete the 6 credits of Communication Arts

Puerto Rico students may not use conversational English to satisfy Communication Arts

Mathematics, 6 credits

Science and Technology, 6 credits

Must include at least three credits in physical or biological sciences

Humanities, 6 credits

Social Science, 6 credits

Nevada students must complete 3 credits in Nevada Constitution

Additional Liberal Arts, 6 credits

Puerto Rico students must complete six (6) credits of Spanish.

Conversational Spanish may not be used. Only Introduction to Spanish, Basic Spanish 1 or higher will satisfy the Spanish requirement.

Interdisciplinary Requirements, 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSCJA for Arkansas Students

A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:

Communication Arts, 6 credits

Mathematics, 6 credits

Must include MTH 220

Science and Technology, 9 credits

Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

Humanities, 9 credits

Social Science, 9 credits

Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts, 6 credits

Interdisciplinary Requirements, 9 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 45 upper division credits.
 - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
- Students will declare a concentration at the time of enrollment.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the BSCJA

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
 - National Testing Programs, and
 - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSCJA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study.

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

- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years (5 years for Information Security and Technology courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

The following courses in the required course of study may not be waived: GEN 200, CJA 484

Course Descriptions for the BSCJA

GEN 200 3 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

CJA 204..... 3 credits

Introduction to Criminal Justice

This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

CJA 214..... 3 credits

Introduction to Policy Theory and Practices

This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

CJA 224..... 3 credits

Introduction to Criminal Court Systems

This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJA 234..... 3 credits

Introduction to Corrections

This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitations of prisoners.

CJA 304..... 3 credits

Interpersonal Communications

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 314..... 3 credits

Criminology

Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 324..... 3 credits

Ethics in Criminal Justice

This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments

CJA 334..... 3 credits

Research Methods in Criminal Justice

Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 344..... 3 credits

Cultural Diversity Issues in Criminal Justice

This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 354..... 3 credits

Criminal Law

This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 364..... 3 credits

Criminal Procedure

This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 374 3 credits

Juvenile Justice Systems and Processes

This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJA 384 3 credits

Criminal Organizations

This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

CJA 394 3 credits

Contemporary Issues and Futures in Criminal Justice

This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.

COMM 215 3 credits

Essentials of College Writing

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 3 credits

Skills for Lifelong Learning

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300.....3 credits

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 2203 credits

College Algebra

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110.....3 credits

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 1013 credits

Fundamentals of Physics

This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145.....3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 2153 credits

State and Local Political Processes

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Concentration in Cyber Crimes

CIS 207..... 3 credits

Information System Fundamentals

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

BCC 401..... 3 credits

Cybercrimes in the 21st Century

This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: Cybercrime, how different Cybercrimes are committed, the rapid evolution of technology and its effects on crime, Cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of Cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.

BCC 402..... 3 credits

Cyber Crime and Role of Law Enforcement Security Personnel

This course explores the developments and changes in the role of Law Enforcement and Security officials in their investigation of Cyber Crimes. Specific topics include: Cyber Crime Forensics, obtaining Search Warrants for Cyber Crimes, jurisdictional issues in Cyber Crimes, Law Enforcement Issues in Cyber Crimes, and Personal and Corporate security and the Prevention of Cyber Crimes. Upon completion of this Cyber Security Course, students will have new skills, and knowledge that will help them with their personal goals, aid their present or future organizations, and as leaders provide service to their communities.

BCC 403..... 3 credits

Global Technology and Cyber Crime

In this course, students will study how global technology is used to further cybercrime. Topics in this course will include Homeland Security and Cyber Technology, Global Technology Threats to the United States, Preventing and Fighting Global Technology Crime, The Role of Local and Federal Agencies in Preventing and Investigating Global Technology Crimes, and will explore the Future of Cyber Law Enforcement and Security to Prevent and Fight Global Cyber Crimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.

CJA 484..... 3 credits

Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Security

BSS 480 3 credits

Risk Management Perception and Communication

In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regards to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.

BSS 481 3 credits

Counterterrorism Intelligence and Analysis

This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counter terrorism; examine counter terrorism analysis methods and Global Security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology Issues in counter terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

BSS 482 3 credits

Securing Critical Infrastructure and Cyberspace

This course explores the developments and changes in security operations to secure the critical infrastructure in both the public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cyber security in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this Security Course, students will have new skills, and knowledge that will help them with their personal goals, aid their present or future organizations, and as leaders provide service to their communities.

BSS 483 3 credits

World View of Homeland Security

Students in this course will develop new skills and knowledge to aid in the protection, safety, and security of our society. Learners will examine public and private security collaboration in Homeland Security response; discuss the leadership task in Homeland Security of controlling the human influence; analyze and understand the political influence on Homeland Security in idea development; compare and contrast jurisdictional responsibilities of Homeland Security programs; and evaluate the goals, objectives, and assessment of Homeland Security measures.

CJA 484..... 3 credits

Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Bachelor of Science in Criminal Justice Administration (Maryland-Online)

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific emphasis areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to emphases related to specific areas of criminal justice within those domains.

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

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

BSCJA Foundation Courses

GEN 200 ~	3 credits
Foundations for General Education and Professional Success	
CJA 204 ~	3 credits
Introduction to Criminal Justice	
CJA 214 ~	3 credits
Introduction to Police Theory and Practices	
CJA 224 ~	3 credits
Introduction to Criminal Court Systems	
CJA 234 ~	3 credits
Introduction to Corrections	

BSCJA Required Course of Study

CJA 304 ~	3 credits
Interpersonal Communications	
CJA 314 ~	3 credits
Criminology	
CJA 324 ~	3 credits
Ethics in Criminal Justice	
CJA 334 ~	3 credits
Research Methods in Criminal Justice	
CJA 344 ~	3 credits
Cultural Diversity Issues in Criminal Justice	
CJA 354 ~	3 credits
Criminal Law	
CJA 364 ~	3 credits
Criminal Procedure	
CJA 374 ~	3 credits
Juvenile Justice Systems and Processes	
CJA 384 ~	3 credits
Criminal Organizations	

CJA 394 ~

Contemporary Issues and Futures in Criminal Justice

Students must select one emphasis in a particular area of study at the time of enrollment.

Students may also complete an additional emphasis. Please contact your academic representative for more information.

Emphasis in Cyber Crimes

The BSCJA Cybercrimes emphasis provides students with the basic skills needed to recognize relevant sources of electronic evidence and determine how electronic evidence can be used in court proceedings and as part of an organizational security plan. The emphasis combines academic instruction in criminal justice and cybercrime concepts to include; the evolution of cybercrime, cybercrime forensics, electronic evidence gathering, and cybercrime investigation and prevention. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

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

CIS 207 ~

Information System Fundamentals

BCC 401 ~

Cybercrimes in the 21st Century

BCC 402 ~

Cyber Crime and Role of Law Enforcement Security Personnel

BCC 403 ~

Global Technology and Cyber Crime

CJA 484 ~

Criminal Justice Administration Capstone

Emphasis in Security

The BSCJA Security emphasis is intended to provide students with the knowledge and basic skills to work in Homeland Security and other areas of the criminal justice system that deal with terrorism, counterintelligence, and analysis. This emphasis combines academic instruction in criminal justice and security practices to include; risk management, counterterrorism, critical infrastructure protection, and critical incident management. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

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

BSS 480 ~

Risk Management Perception and Communication

BSS 481 ~

Counterterrorism Intelligence and Analysis

BSS 482 ~

Securing Critical Infrastructure and Cyberspace

BSS 483 ~

World View of Homeland Security

CJA 484 ~

Criminal Justice Administration Capstone

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

Additional Admission Requirements for the BSCJA

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.
- Signed Criminal Conviction Prohibition Acknowledgement Form

General Education Requirements for the BSCJA

A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:

Communication Arts, 6 credits

Mathematics, 6 credits

Science and Technology, 6 credits

Must include at least three credits in physical or biological sciences

Humanities, 6 credits

Social Science, 6 credits

Additional Liberal Arts, 6 credits

Interdisciplinary Requirements, 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Degree Requirements for the BSCJA

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 45 upper division credits.
 - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
- Students will declare an emphasis at the time of enrollment.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the BSCJA

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
 - University of Phoenix coursework,
 - Regionally or nationally accredited coursework (C- or higher grade),
 - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
 - National Testing Programs, and
 - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSCJA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study.

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

- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years (5 years for Information Security and Technology courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

The following courses in the required course of study may not be waived: GEN 200, CJA 484, GEN 195.

Course Descriptions for the BSCJA

GEN 200.....3 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

CJA 2043 credits

Introduction to Criminal Justice

This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

CJA 2143 credits

Introduction to Policy Theory and Practices

This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

CJA 2243 credits

Introduction to Criminal Court Systems

This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJA 2343 credits

Introduction to Corrections

This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitations of prisoners.

CJA 3043 credits

Interpersonal Communications

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 314..... 3 credits

Criminology

Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 324..... 3 credits

Ethics in Criminal Justice

This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments

CJA 334..... 3 credits

Research Methods in Criminal Justice

Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 344..... 3 credits

Cultural Diversity Issues in Criminal Justice

This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 354..... 3 credits

Criminal Law

This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law, defenses to criminal charges, and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 364..... 3 credits

Criminal Procedure

This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 374..... 3 credits

Juvenile Justice Systems and Processes

This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJA 384..... 3 credits

Criminal Organizations

This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

CJA 394..... 3 credits

Contemporary Issues and Futures in Criminal Justice

This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.

COMM 215 3 credits

Essentials of College Writing

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 3 credits

Skills for Lifelong Learning

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300..... 3 credits

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

MTH 220..... 3 credits

College Algebra

This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

CHM 110..... 3 credits

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101..... 3 credits

Fundamentals of Physics

This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145..... 3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215..... 3 credits

State and Local Political Processes

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Emphasis in Cyber Crimes

CIS 207.....3 credits

Information System Fundamentals

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

BCC 401.....3 credits

Cybercrimes in the 21st Century

This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: Cybercrime, how different Cybercrimes are committed, the rapid evolution of technology and its effects on crime, Cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of Cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.

BCC 402.....3 credits

Cyber Crime and Role of Law Enforcement Security Personnel

This course explores the developments and changes in the role of Law Enforcement and Security officials in their investigation of Cyber Crimes. Specific topics include: Cyber Crime Forensics, obtaining Search Warrants for Cyber Crimes, jurisdictional issues in Cyber Crimes, Law Enforcement Issues in Cyber Crimes, and Personal and Corporate security and the Prevention of Cyber Crimes. Upon completion of this Cyber Security Course, students will have new skills, and knowledge that will help them with their personal goals, aid their present or future organizations, and as leaders provide service to their communities.

BCC 403.....3 credits

Global Technology and Cyber Crime

In this course, students will study how global technology is used to further cybercrime. Topics in this course will include Homeland Security and Cyber Technology, Global Technology Threats to the United States, Preventing and Fighting Global Technology Crime, The Role of Local and Federal Agencies in Preventing and Investigating Global Technology Crimes, and will explore the Future of Cyber Law Enforcement and Security to Prevent and Fight Global Cyber Crimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.

CJA 484.....3 credits

Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Emphasis in Security

BSS 480 3 credits

Risk Management Perception and Communication

In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regards to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.

BSS 481 3 credits

Counterterrorism Intelligence and Analysis

This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counter terrorism; examine counter terrorism analysis methods and Global Security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology Issues in counter terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.

BSS 482 3 credits

Securing Critical Infrastructure and Cyberspace

This course explores the developments and changes in security operations to secure the critical infrastructure in both the public and private environments. Students will explore the critical infrastructure and interdependency; evaluate cyber security in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this Security Course, students will have new skills, and knowledge that will help them with their personal goals, aid their present or future organizations, and as leaders provide service to their communities.

BSS 483 3 credits

World View of Homeland Security

Students in this course will develop new skills and knowledge to aid in the protection, safety, and security of our society. Learners will examine public and private security collaboration in Homeland Security response; discuss the leadership task in Homeland Security of controlling the human influence; analyze and understand the political influence on Homeland Security in idea development; compare and contrast jurisdictional responsibilities of Homeland Security programs; and evaluate the goals, objectives, and assessment of Homeland Security measures.

CJA 484 3 credits

Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Bachelor of Science in Education Elementary Education (Hawaii)

The following Bachelor of Science in Education Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Education/Elementary (BSEd-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSEd/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's professional portfolio.

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

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

Program Category Requirements and Course Selections

Introductory Course, 3 total credits

GEN 200 3 credits

Foundations for General Education and Professional Success

Orientation, 0 total credits

EDU 300 0 credits

Orientation to Teacher Education

History and Foundations of Education, 6 total credits

EDU 301 ~ 3 credits

Foundations of Education

EDU 315 ~ 3 credits

Legal & Ethical Issues in Education

Educational Theories and Models, 6 total credits

EDU 311 ~ 3 credits

Models and Theories of Instruction

EDU 321 3 credits

Classroom Management

Addendum

Human Development, 3 total credits

EDU 305 ~ 3 credits
Child Development

Assessment, 3 total credits

EED 400..... 3 credits
Assessment in Elementary Education

Reading, 9 total credits

RDG 350 3 credits
Children's Literature
RDG 420 ~ 3 credits
Elementary Methods - Reading/Language Arts
RDG 415 ~ 3 credits
Diagnosis and Remediation of Reading Difficulties

Special Populations, 6 total credits

ESL 300..... 3 credits
Teaching English Language Learners
SPE 300..... 3 credits
Orientation to the Exceptional Child

Elementary Methods, 18 total credits

EED 416 ~ 3 credits
Elementary Methods - Mathematics
EED 420 ~ 3 credits
Elementary Methods - Science
EED 425 ~ 3 credits
Elementary Methods - Health/PE
EED 430 ~ 3 credits
Elementary Methods - Social Studies
EED 435 ~ 3 credits
Elementary Methods - Fine Arts
EED 444..... 3 credits
Elementary Methods - Integration of Hawaiian Studies

Student Teaching and Field Experience, 9 total credits

EDU 390 ~ 1 credit
Elementary Education Seminar
EED 498 ~ 4 credits
Elementary Student Teaching, Seminar I
EED 499 ~ 4 credits
Elementary Student Teaching, Seminar II

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

Additional Admission Requirements for the BSED/E

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/E

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 60 upper division credits in the Required Program Category Preferred Sequence.
 - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
- A minimum grade point average (GPA) of 2.5.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, practicum courses and/or alternative clinical practice.
- Complete course within the sequence specified by course prerequisite requirements.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Observation Record (100 hours).
- All Students must complete the minimum number of credits required by their degree program.
- The diploma awarded for this program will read as follows:
Bachelor of Science in Education
Elementary Education

Academic Progression Requirements for the BSED/E

Candidates must provide the following verification prior to beginning student teaching:

- Verification of content knowledge mastery prior to student teaching
 - Verification of immunization or TB test results (district specific)
 - Verification of the completion of 100 hours of field experience
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All students must complete GEN 200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the BSED/E

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499.
- Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the BSED/E

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.

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

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 415, SPE 300.

General Education Requirements for the BSED/E

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

English/Language Arts Requirement(s) 12 credits

Mathematics Requirement(s) 12 credits

6 credits must include MTH 213 and MTH 214

Physical/Biological Science Requirement(s) 6 credits

Social Studies Requirement(s) 9 credits

3 credits must include SOC 315

3 credits must include HIS 301 or HIS 110

3 credits must include HIS 265

Fine Arts Requirement(s) 3 credits

Art, music, drama or dance

Humanities Requirement(s) 3 credits

Additional Liberal Arts Requirement(s) 9 credits

For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Note: Advanced exams such as Calculus or Freshman Composition and /or equivalent DANTES or Excelsior (formerly Regents or ACT/PEP) exams may also be used to fulfill the prerequisite requirements.

All undergraduate students are required to complete the minimum general education credits required by their program version.

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Field Experience for BSED/E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the BSED/E

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
 - Transcripts documenting of a minimum of 24 semester credits in their content area
 - Passing scores on the state mandated content exam
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must successfully pass the Elementary Education Seminar with a "B" or better.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the BSED/E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Course Descriptions for the BSED/E

GEN 200.....3 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

EDU 300.....0 credits

Orientation to Teacher Education

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

EDU 301.....3 credits

Foundations of Education

This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 315 3 credits
Legal & Ethical Issues in Education

This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 311 3 credits
Models and Theories of Instruction

This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321 3 credits
Classroom Management

This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

EDU 305 3 credits
Child Development

This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

EED 400 3 credits
Assessment in Elementary Education

This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

RDG 350 3 credits
Children's Literature

This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.

RDG 420 3 credits
Elementary Methods - Reading/Language Arts

This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.

RDG 415 3 credits
Diagnosis and Remediation of Reading Difficulties

This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

ESL 300 3 credits
Teaching English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multi-ethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 300 3 credits
Orientation to the Exceptional Child

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

EED 416 3 credits
Elementary Methods - Mathematics

This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills.

EED 420 3 credits
Elementary Methods - Science

This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425..... 3 credits

Elementary Methods - Health/PE

This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430..... 3 credits

Elementary Methods - Social Studies

This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435..... 3 credits

Elementary Methods - Fine Arts

This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EED 444..... 3 credits

Elementary Methods - Integration of Hawaiian Studies

This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.

EDU 390..... 1 credit

Elementary Education Seminar

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 498 4 credits

Elementary Student Teaching, Seminar I

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 4994 credits

Elementary Student Teaching, Seminar II

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTH 213.....3 credits

Mathematics for Elementary Educators I

This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214.....3 credits

Math for Elementary Teachers II

This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

SOC 3153 credits

Cultural Diversity

This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

HIS 301.....3 credits

United States Constitution

This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution known as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

HIS 110.....3 credits

US History to 1865

This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

HIS 265.....3 credits

Hawaii History and Culture

This is a survey course in the history of Hawaii from Polynesian origins to contemporary multi-cultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawaii; and considers the Hawaiian response to these forces.

Master of Arts in Education/Special Education (Hawaii)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

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

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

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 0 credits

Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit

Professional Communications

Foundations of Special Education, 3 total credits

SPE 513 ~ 3 credits

Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits

SPE 578 ~ 3 credits

Models, Theories and Instructional Strategies for SPE

SPE 546 ~ 3 credits

Special Education Methods

SPE 575 3 credits

Inclusion Strategies of the Special Educator

Assessment, 3 total credits

SPE 512 ~ 3 credits

Special Education Assessment and Interpretation

Reading, 4 total credits

RDG 570 ~ 4 credits

Curriculum Const and Assmt: Reading and Lang Arts for SPE

Instruction and Management for Special Needs Students, 15 total credits

MTE 553 3 credits

Instruction and Assessment of English Language Learners

SPE 531 ~ 3 credits

Characteristics of MR & Developmental Disabilities

SPE 559 ~ 3 credits

Characteristics of Learning Disabilities

SPE 544 ~ 3 credits

Characteristics of Emotional & Behavioral Disorders

SPE 556 ~ 3 credits

Characteristics of Physical & Health Disabilities

Student Teaching, 8 total credits

SPE 594 ~ 4 credits

Special Education Student Teaching: Part A

SPE 595 ~ 4 credits

Special Education Student Teaching: Part B

The University reserves the right to modify the required course of

Study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Addendum

Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE

- A minimum of 43 graduate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as follows:
Master of Arts in Education
Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
 - Verification of content knowledge mastery prior to student teaching (PRAXIS or AEPA content exam)
 - Verification of the completion of 100 hours of field experience
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

Residency Requirements and Course Waivers for the MAED/SPE

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Students who complete the Teach for America Summer Institute are eligible to waive the following courses in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

Program	Courses Waived
MAED/TED-E & S	MTE 501 MTE 506, MTE 518
MAED/SPE	SPE 578

Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Candidates attending the Online campus who live in Hawaii, must transfer to the Hawaii ground campus for their student teaching experience and student teaching seminars. These courses will allow students to complete their MAED/SPE program and earn a Hawaii credential.

Course Descriptions for the MAED/SPE

MTE 507..... 0 credits

Orientation to Teacher Education

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

COM 516..... 1 credit

Professional Communications

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

SPE 513..... 3 credits

Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578..... 3 credits

Models, Theories and Instructional Strategies for SPE

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SPE 546..... 3 credits

Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 575..... 3 credits

Inclusion Strategies of the Special Educator

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 512.....3 credits

Special Education Assessment and Interpretation

This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 570.....4 credits

Curriculum Const and Assmt: Reading and Lang Arts for SPE

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

MTE 553.....3 credits

Instruction and Assessment of English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 531.....3 credits

Characteristics of MR & Developmental Disabilities

This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 559.....3 credits

Characteristics of Learning Disabilities

This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544.....3 credits

Characteristics of Emotional & Behavioral Disorders

This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 3 credits

Characteristics of Physical & Health Disabilities

This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 594 4 credits

Special Education Student Teaching: Part A

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595 4 credits

Special Education Student Teaching: Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

Master of Arts in Education/Elementary Teacher Education (Hawaii)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels.

The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

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

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

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 0 credits

Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit

Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits

The Art and Science of Teaching

Educational Theories and Models, 6 total credits

MTE 518 ~ 3 credits

Models, Theories, and Instructional Strategies

MTE 522 3 credits

Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits

MTE 506 ~ 2 credits

Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits

Assessment and Evaluation

Reading, 4 total credits

RDG 537 ~ 4 credits

Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits

MTE 553 3 credits

Instruction and Assessment of English Language Learners

SPE 514 2 credits

Survey of Special Populations

Elementary Methods and Assessment, 10 total credits

MTE 531 2 credits

Curriculum Constructs & Assessment: History and Social Science

MTE 533 4 credits

Curriculum Constructs & Assessment: Science and Mathematics

MTE 534 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts

MTE 537 2 credits

Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits

ELM 598 ~ 4 credits

Elementary Student Teaching Part A

ELM 599 ~ 4 credits

Elementary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 41 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.

- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as follows:
Master of Arts in Education
Elementary Teacher Education

Academic Progression Requirements for the MAED/TED-E

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
 - Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
 - Verification of the completion of 100 hours of field experience
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-E

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598 and ELM 599.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TED-E

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

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

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

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