

- 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.
- 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 totals.

Residency Requirements for the AAGS

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 AAGS

COM 150 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

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.

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 General Studies (Minnesota/Arkansas)**

The following Associate of Arts/Concentration in General Studies (AAGS) 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 degree in General Studies provides a solid foundation in liberal arts and sciences based on a survey of mathematics, physical and life sciences, humanities, social science and technology. Students will apply effective communication skills, as directed, for informal, formal, and quantitative tasks and will be conversant with the values and terminology of a variety of academic disciplines. They will be able to access information resources, evaluate them for credibility and relevance, and use the sources to present a wide range of alternatives.

For students residing in Arkansas: 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/aags-ar>.

For students residing in Minnesota: 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/aags-mn>.

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

General Education Requirements for the AAGS for Arkansas Students

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
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Concentration 15 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

General Education Requirements for the AAGS for Minnesota Students

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

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits

(A Track must include: ETH 125)

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

Humanities Requirement 9 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits

(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Interdisciplinary Requirement 15 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

Additional Admission Requirements for AAGS

- 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.

Degree Requirements for the AAGS

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

- 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 AAGS

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

Residency Requirements for the AAGS

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Course Descriptions for the AAGS

COM 150 3 credits

Effective Essay Writing

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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.

MAT 219 3 credits

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 100 4 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 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.

HIS 135 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 historical perspective to analyze contemporary issues.

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 Communications

The following Associate of Arts/Concentration in Communications (AACOM) 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 Degree in Communications focuses on the growth and convergence of major venues of telecommunications, the role of media in a democratic society, and standards of social responsibility within the culture of journalism. Courses include win-win communication processes, problem-solving information strategies, an extensive review of information sources, and news presentation for print, web, and broadcast delivery. Students review and assess pivotal influences on the development of mass media and speculate upon their future evolution.

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/aacom>.

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

Concentration in Communications - Track A and B

XCOM 100 ~ 3 credits

Introduction to Communications

XCOM 200 ~ 3 credits

Fundamentals of Interpersonal Communication

XCOM 225 ~ 3 credits

Mass Communication

IT 235 ~ 3 credits

Image Editing and Implementation

CMC 260 ~ 3 credits

Communication Variety: The Spice of Life

CMC 240 ~ 3 credits

Information Strategies: Putting 2 & 2 Together

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

Additional Admission Requirements for AACOM

- 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 AACOM

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

Science & Technology Requirement 6 credits

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

(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

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

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

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

Degree Requirements for AACOM

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

- 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
- 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 AACOM

- 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.
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Residency Requirements for the AACOM

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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 AACOM

XCOM 100 3 credits

Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

XCOM 200 3 credits

Foundations of Interpersonal Communication

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

XCOM 225 3 credits

Foundations of Mass Communications

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

IT 235 3 credits

Image Editing and Implementation

Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

CMC 260 3 credits

Communication Variety: The Spice of Life

The field of communications underlies virtually every aspect of today's increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations—often tacit—about how communication should occur, and problems—often misunderstood—about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.

CMC 240 3 credits

Information Strategies: Putting 2 and 2 Together

This course addresses effective communication strategies via the gathering, analysis, evaluation, and synthesis that comprise information literacy as a standard of modern problem solving. Students recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. Furthermore, they perform these tasks with a regard for social responsibility and professional ethics.

COM 150 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

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.

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 1053 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 Communications (Maryland-Online)

The following Associate of Arts/Emphasis in Communications (AACOM) 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 Associate of Arts Degree in Communications focuses on the growth and convergence of major venues of telecommunications, the role of media in a democratic society, and standards of social responsibility within the culture of journalism. Courses include win-win communication processes, problem-solving information strategies, an extensive review of information sources, and news presentation for print, web, and broadcast delivery. Students review and assess pivotal influences on the development of mass media and speculate upon their future evolution.

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/aacom>.

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

Emphasis in Communications - Track A and B

XCOM 100 ~3 credits
 Introduction to Communications
 XCOM 200 ~3 credits
 Fundamentals of Interpersonal Communication
 XCOM 225 ~3 credits
 Mass Communication
 IT 235 ~3 credits
 Image Editing and Implementation
 CMC 260 ~3 credits
 Communication Variety: The Spice of Life
 CMC 240 ~3 credits
 Information Strategies: Putting 2 & 2 Together

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

Additional Admission Requirements for AACOM

- 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 AACOM

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

Science & Technology Requirement 6 credits

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

(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

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

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

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 core and cannot count toward General Education total

Degree Requirements for AACOM

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- Completion of a minimum of 60 credits.
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- 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.

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Residency Requirements for the AACOM

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 AACOM

XCOM 100 3 credits

Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

XCOM 200 3 credits

Foundations of Interpersonal Communication

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

XCOM 225 3 credits

Foundations of Mass Communications

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

IT 235 3 credits

Image Editing and Implementation

Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

CMC 260 3 credits

Communication Variety: The Spice of Life

The field of communications underlies virtually every aspect of today's increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations—often tacit—about how communication should occur, and problems—often misunderstood—about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.

CMC 2403 credits

Information Strategies: Putting 2 and 2 Together

This course addresses effective communication strategies via the gathering, analysis, evaluation, and synthesis that comprise information literacy as a standard of modern problem solving. Students recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. Furthermore, they perform these tasks with a regard for social responsibility and professional ethics.

COM 1503 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 2203 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.

ETH 1253 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 2053 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 1053 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 Communications (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Communications (AACOM) 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 Degree in Communications focuses on the growth and convergence of major venues of telecommunications, the role of media in a democratic society, and standards of social responsibility within the culture of journalism. Courses include win-win communication processes, problem-solving information strategies, an extensive review of information sources, and news presentation for print, web, and broadcast delivery. Students review and assess pivotal influences on the development of mass media and speculate upon their future evolution.

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/aacom>.

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

Concentration in Communications - Track A and B

XCOM 100 ~3 credits

Introduction to Communications

XCOM 200 ~3 credits

Fundamentals of Interpersonal Communication

XCOM 225 ~3 credits

Mass Communication

IT 2353 credits

Image Editing and Implementation

CMC 260 ~3 credits

Communication Variety: The Spice of Life

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

Additional Admission Requirements for AACOM

- 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 AACOM for Arkansas Students

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
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
B Track must include: SCI 162

Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

Concentration 15 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

General Education Requirements for the AACOM for Minnesota Students

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
 Science & Technology Requirement 9 credits
A Track must include: 3 credits in the physical or biological sciences
B Track must include: SCI 162

Social Science Requirement 9 credits
A Track must include: ETH 125
B Track must include: PSY 201 and ETH 125

Humanities Requirement 9 credits
A Track must include: CRT 205
B Track must include: HUM 111

Additional Liberal Arts Requirement 6 credits
A Track must include: GEN 105
B Track must include: US 101 and FP 101

Concentration 15 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

Degree Requirements for the AACOM

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

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

Residency Requirements for the AACOM

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 AACOM

XCOM 100.....3 credits

Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

XCOM 200.....3 credits

Foundations of Interpersonal Communication

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

XCOM 225.....3 credits

Foundations of Mass Communications

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

IT 2353 credits

Image Editing and Implementation

Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/ font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

CMC 260.....3 credits

Communication Variety: The Spice of Life

The field of communications underlies virtually every aspect of today's increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations—often tacit—about how communication should occur, and problems—often misunderstood—about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.

COM 1503 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 2203 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.

MAT 2193 credits

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 100 4 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 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.

HIS 135 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 historical perspective to analyze contemporary issues.

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.

Bachelor of Science in Communication (Maryland-Online)

The following Bachelor of Science in Communication (BS/COM) 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 Bachelor of Science in Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, and mass communication. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

BS/COM Required Course of Study

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

GEN 300 3 credits

Skills for Professional Development

COM 100 ~ 3 credits

Introduction to Communication

COM 200 ~ 3 credits

Foundations of Interpersonal Communication

COM 225 ~ 3 credits

Foundations of Mass Communication

COM 310 ~ 3 credits

Communications: Theories and Practice

COM 330 ~ 3 credits

Small Groups and Team Communication

COM 350 ~ 3 credits

Organizational Communication

COM 360 ~ 3 credits

Intercultural Communication

COM 400 ~	3 credits
Media and Society	
COM 440 ~	3 credits
Communication Law	
COM 450 ~	3 credits
Ethics and Communication	
COM 470 ~	3 credits
Mediation and Conflict Resolution	
COM 480 ~	3 credits
Communication Capstone Course	

Emphasis in Marketing and Sales Communication

The emphasis of Marketing and Sales Communications focuses on the science of humanistic interaction in marketing and sales. Emphasis is placed on understanding the psychology of behavior, and the impact that it has on marketing communication tools and strategies. The ethical responsibility associated with customer message management is also emphasized throughout the program. 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/bs-com-ms>.

COM 302 ~	3 credits
Marketing Communications	
PSY 322	3 credits
Consumer Psychology and Research	
COM 339	3 credits
Advertising and the Media	
COM 352	3 credits
Public Relations and Message Management	
COM 373	3 credits
Sales Communications	
COM 486 ~	3 credits
Marketing and Sales Message Management	

Emphasis in Communication and Technology

The emphasis in Communication and Technology focuses on the enhancement of communication through technology and offers the student an opportunity to explore creative communication solutions through Web sites, electronic publishing, image editing and multimedia development. 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/bs-com-ct>.

CIS 205 ~	3 credits
Computers and Information Processing	
COM 420	3 credits
Creativity & Communication	
VCT 235 ~	3 credits
Image Editing & Implementation	
VCT 310 ~	3 credits
Web Design	
VCT 320 ~	3 credits
Electronic Publishing	

VCT 420 ~	3 credits
Multimedia Development	

Emphasis in Culture and Communication

The emphasis in Culture and Communication is designed to prepare students with a well-rounded view of diversity in American society. Students will focus on the experiences of people from different cultures and how communication differs by race and gender. In addition, students will gain a global perspective on race, ethnicity, and class in the United States. Students will compare cultural topics such as Asian American, African American, Hispanic American, gender, and their differences.

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/bs-com-cc>.

SOC 262 ~	3 credits
Contemporary American Society	
SOC 333 ~	3 credits
Genders in Society	
SOC 335 ~	3 credits
The Peoples and Cultures of Asia	
SOC 337 ~	3 credits
Contemporary Latin American Society	
SOC 338 ~	3 credits
The African American Experience	
COM 403 ~	3 credits
Contemporary Communication in a Diverse Society	

Emphasis in Journalism

The journalism emphasis focuses on the contemporary initiatives and multi-tiered technology of today's field of journalism. The curriculum emphasizes a variety of communication techniques, to include writing and reporting, that assist in understanding the ways individuals and organizations share and publish information. The awareness of ethical and social responsibility associated with the modern media landscape is emphasized throughout the program.

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>.

JRN 310 ~	3 credits
Introduction to Journalism	
JRN 320 ~	3 credits
Research for Journalism	
JRN 330 ~	3 credits
Journalistic Writing I	
JRN 340 ~	3 credits
Journalistic Writing II	
JRN 350 ~	3 credits
Controversial Issues in Journalism	
JRN 360 ~	3 credits
Storytelling: A Multimedia Approach	

The University reserves the right to modify the required course of study. Please note that within each state, emphasis availability may vary by campus location.

Additional Admission Requirements for the BS/COM

- 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.

Degree Completion Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 42 upper division credits.
 - All students must meet the General Education areas approved by the university.
- 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: Bachelor of Science in Communication and will not reflect the emphases. The Emphases are reflected on the transcript only.

General Education Requirements for the BS/COM

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Humanities, 6 credits

Mathematics, 6 credits

Social Sciences, 6 credits

Science/Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Additional Liberal Arts, 6 credits

Interdisciplinary Component, 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.

Academic Progression Requirements for BS/COM

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 BS/COM

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 27 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 (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

The following courses in the required course of study may not be waived: GEN 200, GEN 300, COM 480

Course Descriptions for the BS/COM

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.

COM 1003 credits

Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.

COM 2003 credits

Foundations of Interpersonal Communication

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

COM 2253 credits

Foundations of Mass Communication

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

COM 3103 credits

Communications: Theories and Practice

This course explores the various theories of communication that create the foundation for study of communication in the bachelors degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.

COM 3303 credits

Small Groups and Team Communication

This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.

COM 3503 credits

Organizational Communication

This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

COM 3603 credits

Intercultural Communication

The purpose of this course is to assist students in understanding and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and of how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

COM 4003 credits

Media and Society

The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

COM 4403 credits

Communication Law

This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.

COM 450 3 credits

Ethics and Communication

While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

COM 470 3 credits

Mediation and Conflict Resolution

Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to avoiding conflict in the future.

COM 480 3 credits

Communication Capstone Course

This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

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 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.

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.

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 Marketing and Sales Communication

COM 302 3 credits

Marketing Communications

This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.

PSY 322 3 credits

Consumer Psychology and Research

This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

COM 339 3 credits

Advertising and the Media

This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.

COM 352 3 credits

Public Relations and Message Management

This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship-building strategies, crisis communication, ethics, and the development of public relations messages.

COM 373 3 credits

Sales Communications

This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

COM 486 3 credits

Marketing and Sales Message Management

This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers; the development of marketing communications campaigns; the integration of the sales cycle and marketing communications; the use of a "single voice" to customers across all selling touch-points; and the ethical considerations associated with customer message management.

Course Descriptions for the Emphasis in Communication and Technology

CIS 205 3 credits

Management Information Systems

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

COM 420 3 credits

Creativity and Communication

Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of "creative" is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.

VCT 235 3 credits

Image Editing & Implementation

Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

VCT 310 3 credits

Web Design

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

VCT 320 3 credits

Electronic Publishing

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

VCT 420 3 credits

Multimedia Development

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

Course Descriptions for the Emphasis in Culture and Communication

SOC 262..... 3 credits

Contemporary American Society

Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.

SOC 333..... 3 credits

Genders in Society

The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.

SOC 335..... 3 credits

The Peoples and Cultures of Asia

This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 337..... 3 credits

Contemporary Latin American Society

This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.

SOC 338..... 3 credits

The African American Experience

This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture and the inequalities African Americans face in popular American culture. Race, class and gender of the African American people will be explored from a historical to modern day perspective.

COM 403..... 3 credits

Contemporary Communication in a Diverse Society

The objective of this course is to focus on the dynamics of human communication across cultures and genders in a multicultural society.

Course Descriptions for the Emphasis in Journalism

JRN 310 3 credits

Introduction to Journalism

This course is the introduction to the journalism emphasis. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.

JRN 320 3 credits

Research for Journalism

This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.

JRN 330 3 credits

Journalistic Writing I

This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.

JRN 340 3 credits

Journalistic Writing II

This course focuses on the application of the diverse journalistic writing techniques used by today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.

JRN 350 3 credits

Controversial Issues in Journalism

This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.

JRN 360 3 credits

Storytelling: A Multimedia Approach

This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.

Bachelor of Science in Communication

The following Bachelor of Science in Communication (BS/COM) 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 Communication (BS/COM) degree program is designed to develop knowledge and skills for effective communication in a variety of public and private work environments. The program was created specifically to build upon personal and professional communication experiences. The BS/COM degree enhances the communication skills necessary for the development of professional competence and values; critical thinking and problem solving; information utilization; and collaboration. The curriculum focuses on the development of core communication competencies. It emphasizes theory and application in the domains of interpersonal, small group, organizational, and mass communication. Specific areas of focus include business communication, diversity, intercultural communication, conflict resolution, legal and ethical issues, media and culture, and future trends in communication technology.

BS/COM Required Course of Study

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

GEN 300	3 credits
Skills for Professional Development	
COM 100 ~	3 credits
Introduction to Communication	
COM 200 ~	3 credits
Foundations of Interpersonal Communication	
COM 225 ~	3 credits
Foundations of Mass Communication	
COM 310 ~	3 credits
Communications: Theories and Practice	
COM 330 ~	3 credits
Small Groups and Team Communication	
COM 350 ~	3 credits
Organizational Communication	
COM 360 ~	3 credits
Intercultural Communication	
COM 400 ~	3 credits
Media and Society	
COM 440 ~	3 credits
Communication Law	
COM 450 ~	3 credits
Ethics and Communication	
COM 470 ~	3 credits
Mediation and Conflict Resolution	
COM 480 ~	3 credits
Communication Capstone Course	

Concentration in Marketing and Sales Communication

The concentration of Marketing and Sales Communications focuses on the science of humanistic interaction in marketing and sales. Emphasis is placed on understanding the psychology of behavior, and the impact that it has on marketing communication tools and strategies. The ethical responsibility associated with customer message management is also emphasized throughout the program.

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/bs-com-ms>.

COM 302 ~	3 credits
Marketing Communications	
PSY 322	3 credits
Consumer Psychology and Research	
COM 339	3 credits
Advertising and the Media	
COM 352	3 credits
Public Relations and Message Management	
COM 373	3 credits
Sales Communications	
COM 486 ~	3 credits
Marketing and Sales Message Management	

Concentration in Communication and Technology

The concentration in Communication and Technology focuses on the enhancement of communication through technology and offers the student an opportunity to explore creative communication solutions through Web sites, electronic publishing, image editing and multimedia development.

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/bs-com-ct>.

CIS 205 ~	3 credits
Computers and Information Processing	
COM 420	3 credits
Creativity & Communication	
VCT 235 ~	3 credits
Image Editing & Implementation	
VCT 310 ~	3 credits
Web Design	
VCT 320 ~	3 credits
Electronic Publishing	
VCT 420 ~	3 credits
Multimedia Development	

Concentration in Culture and Communication

The concentration in Culture and Communication is designed to prepare students with a well-rounded view of diversity in American society. Students will focus on the experiences of people from different cultures and how communication differs by race and gender. In addition, students will gain a global perspective on race, ethnicity, and class in the United States. Students will compare cultural topics such as Asian American, African American, Hispanic American, gender, and their differences.

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/bs-com-cc>.

SOC 262 ~	3 credits
Contemporary American Society	
SOC 333 ~	3 credits
Genders in Society	
SOC 335 ~	3 credits
The Peoples and Cultures of Asia	
SOC 337 ~	3 credits
Contemporary Latin American Society	
SOC 338 ~	3 credits
The African American Experience	
COM 403 ~	3 credits
Contemporary Communication in a Diverse Society	

Concentration in Journalism

The journalism concentration focuses on the contemporary initiatives and multi-tiered technology of today's field of journalism. The curriculum emphasizes a variety of communication techniques, to include writing and reporting, that assist in understanding the ways individuals and organizations share and publish information. The awareness of ethical and social responsibility associated with the modern media landscape is emphasized throughout the program.

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>.

JRN 310 ~	3 credits
Introduction to Journalism	
JRN 320 ~	3 credits
Research for Journalism	
JRN 330 ~	3 credits
Journalistic Writing I	
JRN 340 ~	3 credits
Journalistic Writing II	
JRN 350 ~	3 credits
Controversial Issues in Journalism	
JRN 360 ~	3 credits
Storytelling: A Multimedia Approach	

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.

Additional Admission Requirements for the BS/COM

- 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 Completion Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 42 upper division credits.
 - All students must meet the General Education areas approved by the university.
- 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: Bachelor of Science in Communication and will not reflect the concentrations. The Concentrations are reflected on the transcript only.

General Education Requirements for the BS/COM

A minimum of 54 of the 120 credits must be in the 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

Humanities, 6 credits

Mathematics, 6 credits

Social Sciences, 6 credits

Nevada students must complete 3 credits in Nevada Constitution

Science/Technology, 6 credits

Must include at least 3 credits in the physical or biological sciences

Additional Liberal Arts, 6 credits

Puerto Rico students must complete 6 credits of Spanish in place of this requirement.

Oregon students and students attending Online who reside in Oregon must fulfill this content area with three (3) credits in the physical or biological sciences.

Interdisciplinary Component, 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 BS/COM for Arkansas Students

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

Mathematics, 6 credits

Must include MTH 220.

Science/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 Component, 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.

Academic Progression Requirements for BS/COM

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 BS/COM

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 27 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 (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

The following courses in the required course of study may not be waived: GEN 200, GEN 300, COM 480

Course Descriptions for the BS/COM

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.

COM 100 3 credits

Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.

COM 200 3 credits

Foundations of Interpersonal Communication

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

COM 225 3 credits

Foundations of Mass Communication

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

COM 310 3 credits

Communications: Theories and Practice

This course explores the various theories of communication that create the foundation for study of communication in the bachelors degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.

COM 330 3 credits

Small Groups and Team Communication

This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.

COM 350 3 credits

Organizational Communication

This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

COM 360 3 credits

Intercultural Communication

The purpose of this course is to assist students in understanding and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and of how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

COM 4003 credits

Media and Society

The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

COM 4403 credits

Communication Law

This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.

COM 4503 credits

Ethics and Communication

While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

COM 4703 credits

Mediation and Conflict Resolution

Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to avoiding conflict in the future.

COM 4803 credits

Communication Capstone Course

This is the capstone course for students pursuing the bachelor's of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

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.

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.

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 1103 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 1453 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 Concentration in Marketing and Sales Communication

COM 302..... 3 credits
Marketing Communications

This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.

PSY 322..... 3 credits
Consumer Psychology and Research

This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

COM 339..... 3 credits
Advertising and the Media

This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.

COM 352..... 3 credits
Public Relations and Message Management

This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship-building strategies, crisis communication, ethics, and the development of public relations messages.

COM 373..... 3 credits
Sales Communications

This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

COM 4863 credits
Marketing and Sales Message Management

This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers; the development of marketing communications campaigns; the integration of the sales cycle and marketing communications; the use of a "single voice" to customers across all selling touch-points; and the ethical considerations associated with customer message management.

Course Descriptions for the Concentration in Communication and Technology

CIS 205 3 credits
Management Information Systems

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

COM 420..... 3 credits
Creativity and Communication

Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of "creative" is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one's creativity is one of the primary focuses of the course.

VCT 235 3 credits
Image Editing & Implementation

Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

VCT 310 3 credits
Web Design

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

VCT 320 3 credits
Electronic Publishing

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

VCT 420 3 credits
Multimedia Development

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

Course Descriptions for the Concentration in Culture and Communication

SOC 2623 credits

Contemporary American Society

Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.

SOC 3333 credits

Genders in Society

The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.

SOC 3353 credits

The Peoples and Cultures of Asia

This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 3373 credits

Contemporary Latin American Society

This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.

SOC 3383 credits

The African American Experience

This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture and the inequalities African Americans face in popular American culture. Race, class and gender of the African American people will be explored from a historical to modern day perspective.

COM 4033 credits

Contemporary Communication in a Diverse Society

The objective of this course is to focus on the dynamics of human communication across cultures and genders in a multicultural society.

Course Descriptions for the Concentration in Journalism

JRN 3103 credits

Introduction to Journalism

This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.

JRN 3203 credits

Research for Journalism

This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.

JRN 3303 credits

Journalistic Writing I

This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.

JRN 3403 credits

Journalistic Writing II

This course focuses on the application of the diverse journalistic writing techniques used by today's changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.

JRN 3503 credits

Controversial Issues in Journalism

This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter's ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public's need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.

JRN 3603 credits

Storytelling: A Multimedia Approach

This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.

Bachelor of Arts in English

The following Bachelor of Arts in English (BA/ENG) 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 Arts in English degree is designed to provide students with substantive academic content in the discipline of their choice. After completion of additional methodology courses required for teacher certification in all states, the degree may assist in the preparation of students for teaching opportunities in elementary and secondary education. The degree may also provide an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in English and Literature at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student's breadth of learning. The degree will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity. The Bachelor of Arts in English is designed to provide students with a comprehensive understanding of rhetoric, literature, and writing. Students will choose from topics in American and English literature, writing essentials, linguistics, and poetry, literary masterpieces, and technical writing.

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/ba-eng>.

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

BA/ENG Required Course of Study - English Major

GEN 200	3 credits
Foundations for General Education and Professional Success	
Major Courses-Lower Division	
ENG 125 ~	3 credits
Literature in Society	
ENG 106 ~	3 credits
Survey of Literary Masterpieces	
ENG 155 ~	3 credits
Mythology in Literature and Life	
ENG 157 ~	3 credits
Multicultural Literature	
ENG 215 ~	3 credits
Effective Academic Writing	
COMM 251 ~	3 credits
Rhetoric and Critical Thinking	

Students must complete at least three credits from the list below:

HUM 150 ~	3 credits
Introduction to Film Studies	
ENG 135 ~	3 credits
Essentials of Contemporary Communication	
ENG 221 ~	3 credits
Technical Writing Fundamentals	
ENG 290 ~	3 credits
Children's Literature in a Pluralistic Society	

Major Courses- Upper Division

ENG 301 ~	3 credits
American Ethnic Literature	
ENG 306 ~	3 credits
Poetry and Society	
ENG 340 ~	3 credits
Creative Writing	
ENG 380 ~	3 credits
Applied Linguistics	
ENG 491 ~	3 credits
American Literature to 1860	
ENG 493 ~	3 credits
English Literature to 1800	

Students must complete at least three credits from the list below:

COMM 301 ~	1 credit
Proposal Writing	
ENG 302 ~	3 credits
20th Century American Literature	
ENG 304 ~	3 credits
Shakespeare	
ENG 308 ~	3 credits
American Autobiography	
ENG 492 ~	3 credits
American Literature since 1860	
ENG 494 ~	3 credits
English Literature since 1800	
ENG 495 ~	3 credits
Advanced Creative Writing	
ENG 496 ~	3 credits
African American Literature	

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

Focus Study -15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

Electives -24 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Arts in English degree.

Electives - 9 credits (for Arkansas students only)

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Arts in English degree.

Additional Admission Requirements BA/ENG

- 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 BA/ENG

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 45 upper division credits.
 - All students must meet the General Education areas approved by the university.
 - Completion of a fifteen (15) credit Focus Study.
- A minimum grade point average (GPA) of 2.0.
- Students may choose additional elective credits to fulfill upper division and elective requirements.
- 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: Bachelor of Arts in English and will not reflect the Focus Study.

General Education Requirements for the BA/ENG

Communication Arts Requirement(s) 6 credits

Must include COMM 215 or equivalent

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

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

Mathematics Requirement(s) 6 credits

Must include MTH 209

Social Science Requirement(s) 6 credits

Nevada students must complete 3 credits in Nevada Constitution

Science & Technology Requirement(s) 6 credits

Must include 3 credits in the physical or biological sciences

Humanities Requirement(s) 6 credits

Foreign Language Requirement(s) 6 credits

NTP Foreign Language Exams may be used to satisfy foreign language requirements.

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 Arkansas students for the BA/ENG

Communication Arts Requirement(s) 6 credits

Must include COMM 215 or equivalent

Mathematics Requirement(s) 6 credits

Must include MTH 209 and MTH 220

Social Science Requirement(s) 9 credits

Must include HIS 145 or POL 215 or equivalent transfer coursework with a lab component.

Science & Technology Requirement(s) 9 credits

Must include 3 credits in the physical or biological sciences

Must include CHM 110 and PHY 101 or equivalent transfer coursework with US History or Government content.

Humanities Requirement(s) 9 credits

Additional Liberal Arts 6 credits

Foreign Language Requirement(s) 6 credits

NTP Foreign Language Exams may be used to satisfy foreign language requirements.

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.

Academic Progression Requirements for the BA/ENG

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.

Students must declare a Focus Study within 84 applied credits of program.

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 BA/ENG

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 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 major, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "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 major. 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 major, a student must have completed a previous course which meets the following criteria:

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

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

Course Descriptions for the BA/ENG

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.

ENG 1253 credits

Literature in Society

This course introduces themes in literature and provides guided study and practice in reflecting on themes, which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students will study the literature in thematic units and be asked to make connections to their own lives and cultures.

ENG 1063 credits

Survey of Literary Masterpieces

This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.

ENG 1553 credits

Mythology in Literature and Life

This course provides an overview of mythology and its relationship to ancient and current cultures. The course covers the purposes and types of myths, the development of myths and mythological characters; the common elements of mythological structures, the predominant characteristics of deities and heroes in myth and the obstacles and dangers that these archetypes encounter, how myths affect our personal and social lives, in which these ancient archetypes are found in contemporary society, and how attitudes and behaviors are influenced by mythological literature.

ENG 1573 credits

Multicultural Literature

This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.

ENG 2153 credits

Effective Academic Writing

This course develops the skills used in writing applied research papers for a university-level audience. Students will write position papers, persuasive essays, and case study analyses. Students will study classical rhetorical concepts of authority and the Toulmin method of argument analysis, and will evaluate outside sources for objectivity and utility in constructing persuasive arguments. Students practice giving peer feedback, revising essays in response to feedback, and writing collaboratively as learning teams. The course reviews the elements of grammar, mechanics, style, and proper documentation of outside sources.

COMM 2513 credits

Rhetoric and Critical Thinking

This course in critical thinking and informal logic helps students develop the ability to reason clearly and critically. It includes an introduction to the disciplines of inductive and deductive logic, fallacious reasoning, and problem-solving techniques. Emphasis is placed on the identification and management of the perception process, use of assumptions, emotional influences, and language in various forms of communication.

HUM 1503 credits

Introduction to Film Studies

Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.

ENG 1353 credits

Essentials of Contemporary Communication

This course covers the skills necessary for effective written and oral communication in the work environment and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills.

ENG 2213 credits

Technical Writing Fundamentals

This course covers the fundamentals and best practices of using written communication in business and in the information technologies. Topics include strategies, techniques, and nuances for producing emails, memos, reports, proposals, project specifications, and user manuals, as well as other technical documents.

ENG 2903 credits

Children's Literature in a Pluralistic Society

This course examines the social function of children's literature from oral origins to modern anthologies, exploring messages in nursery rhymes, fairy tales, and early childhood fiction. Students will apply major schools of literary criticism and relate children's literature to theoretical models of childhood. The course surveys readings across cultures (European/ American, Native American, African American, Asian, and Hispanic/ Latino), genres (nursery rhymes, fairy tales, picture books, early childhood fiction), and time periods. It addresses portrayals of ethnicity, race, class, and gender in children's literature, and considers the implications of film adaptations of select children's stories in a pluralistic society.

ENG 3013 credits

American Ethnic Literature

This course will survey the literature of the major ethnic groups in the United States (Hispanics/Latinos, Native Americans, African-Americans, and Asian-Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.

ENG 306..... 3 credits

Poetry and Society

This course surveys English language poetry from medieval times through the present. Students analyze and interpret poetry, paying particular attention to the role of the poet and poetry in society. Poems are addressed in historical context, by theme, and for their relevance to contemporary culture.

ENG 340..... 3 credits

Creative Writing

This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.

ENG 380..... 3 credits

Applied Linguistics

This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.

ENG 491..... 3 credits

American Literature to 1860

This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, American Indian mythology, slave narratives, political, and social writings, and poetry will be read and discussed.

ENG 493..... 3 credits

English Literature to 1800

This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored.

COMM 301..... 1 credit

Proposal Writing

This one-credit course is a comprehensive guide that includes step-by-step approaches to devising a strategy that will lead to the development of a winning proposal. The course focuses on the process of proposal "development" rather than proposal "writing." The format and content of the course are both technical and conceptual in nature.

ENG 302..... 3 credits

20th Century American Literature

This course will survey major authors, ideologies, and historical contexts of American literature from the 20th century. A diverse range of works, genres, movements, and cultural narratives will be used to explore how cultural pluralism helped shape and reflect the evolution of American thought.

ENG 304..... 3 credits

Shakespeare

This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.

ENG 308..... 3 credits

American Autobiography

Through the use of memoirs, autobiographies, journals, or diaries, students in this course will be introduced to individuals who impacted the social, political, and cultural environments of America.

ENG 492..... 3 credits

American Literature since 1860

This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.

ENG 494..... 3 credits

English Literature since 1800

This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored. Humanities

ENG 495..... 3 credits

Advanced Creative Writing

This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.

ENG 496..... 3 credits

African American Literature

This course will provide students with an in-depth analysis of African American Literature. Topics include the underlying historical experiences and cultural values of African Americans and how these experiences and values were expressed through various types of literature. Throughout the course, students will be encouraged to examine African American Literature in a socio-historical context.

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.

MTH 209.....3 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 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.

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 1103 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 1453 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.

Bachelor of Science in History

The following Bachelor of Science in History (BS/HIS) 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 History degree is designed to provide students with substantive academic content in the discipline of their choice. After completion of additional methodology courses required for teacher certification in all states, the program may assist in the preparation of students for teaching opportunities in elementary and secondary education. The degree may also provide an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in history at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student's breadth of learning. The program will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity. The Bachelor of Science in History introduces students to the study of the past and develops their understanding of historical events as they relate to the present. Students develop skills in research, critical thinking & analysis, and communication through a rigorous study of the past as a contextual framework. Students will gain a proficient understanding of the major historical facts and themes in Western Civilization, United States, and Global History through their course of study.

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

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

BS/HIS Required Course of Study - History Major

GEN 200..... 3 credits
Foundations for General Education and Professional Success

Major Courses-Lower Division

HIS 110 ~..... 3 credits
US History to 1865

HIS 120 ~..... 3 credits
US History 1865 to 1945

HIS 145 ~..... 3 credits
The American Experience Since 1945

HIS 112 ~..... 3 credits
History of Western Civilization from Pre-history to Middle Ages

GEO 155 ~..... 3 credits
Cultural Geography

HIS 276 ~..... 3 credits
Global Civilizations from 1400-1700

Students must choose one course from the list below:

REL 134 ~..... 3 credits
World Religious Traditions II

HIS 275 ~..... 3 credits
Global Civilizations to 1400

HIS 114 ~..... 3 credits
History of Western Civilization from the French Revolution to the Present

HIS 205 ~..... 3 credits
Asian History

HIS 206 ~..... 3 credits
Latin American History

Cultural Geography

Major Courses- Upper Division

HIS 308 ~..... 3 credits
Modern European History

HIS 309 ~..... 3 credits
American Colonial and Revolutionary History

HIS 335 ~..... 3 credits
Europe and the World Wars

HIS 349 ~..... 3 credits
The History of Modern China

HIS 403 ~..... 3 credits
Foundations of American Foreign Policy

RES 404 ~..... 3 credits
Historical Research Methods

Students must choose one course from the list below:

HIS 301 ~..... 3 credits
United States Constitution

HIS 341 ~..... 3 credits
Ancient Worlds

HIS 343 ~..... 3 credits
The Middle East

HIS 355 ~..... 3 credits
The History of Modern Mexico

HIS 356 ~..... 3 credits
History of Africa

HIS 359 ~..... 3 credits
The History of Modern Russia and the Soviet Union

HIS 458 ~..... 3 credits
History of Human Discovery

Focus Study -15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

Electives -27 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in History degree.

Electives -12 credits (for Arkansas students only)

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in History degree.

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

Additional Admission Requirements BS/HIS

- 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 BS/HIS

The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 45 upper division credits.
 - All students must meet the General Education areas approved by the university.
 - Completion of a fifteen (15) credit Focus Study.
- A minimum program grade point average (GPA) of 2.0.
- Students may choose additional elective credits in order to fulfill the required upper division and elective requirements.
- 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.

General Education Requirements for the BS/HIS

Communication Arts Requirement(s) 6 credits

Must include COMM 215, equivalent or higher

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

Oregon campus students must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus.

Mathematics Requirement(s) 9 credits

Must include MTH 209 and MTH 233, equivalent or higher

Social Science Requirement(s) 6 credits

Must include HIS 311 in Nevada only

Science & Technology Requirement(s) 6 credits

Must include at least three credits in the physical or biological sciences

Humanities Requirement(s) 6 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 Arkansas students for the BS/HIS

Communication Arts Requirement(s) 6 credits

Must include COMM 215, equivalent or higher

Mathematics Requirement(s) 9 credits

Must include MTH 233, equivalent or higher

Must include MTH 220.

Social Science Requirement(s) 9 credits

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

Science & Technology Requirement(s) 9 credits

Must include at least three credits in the physical or biological sciences

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

Humanities Requirement(s) 9 credits

Additional Liberal Arts 6 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.

Academic Progression Requirements for the BS/HIS

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.

Students must declare a Focus Study within 84 applied credits of program.

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 BS

The University requires that the majority of coursework in the major and focus be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of thirty (30) upper division credits at the University. Students in this program may waive a maximum of fifteen (15) credits from their major and focus on the basis of regionally or approved nationally accredited transferable coursework. Prior learning credit and military credits may not be used to waive coursework.

In order to be granted a waiver for a course in the major and focus, 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 (10) 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 major. 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 major or focus, 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 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

Course Descriptions for the BS/HIS

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.

HIS 110 3 credits

U.S. 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 120 3 credits

U.S. History 1865 to 1945

This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history.

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.

HIS 112 3 credits

History of Western Civilization from Prehistory to the Middle Ages

This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from prehistory to the Middle Ages. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

GEO 155 3 credits

Cultural Geography

This course provides students with an introduction to the cultural factors that impact the way in which humans use the environment. Topics include settlement patterns, the modification of the landscape, and resource utilization.

HIS 276 3 credits

Global Civilizations 1400-1700

This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.

REL 134.....3 credits

World Religious Traditions II

This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.

HIS 2753 credits

Global Civilizations to 1400

This course provides an overview of the establishment of civilizations throughout the world to the 1400s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations will be explored. The framework of the course will provide a societal understanding by applying historical perspectives to contemporary issues.

HIS 114.....3 credits

History of Western Civilization from the French Revolution to the Present

This course provides an overview of the principle social, cultural, political, economic, and global developments that shaped Western civilization from the French Revolution to the present. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

HIS 2053 credits

Asian History

This course provides a historical overview of India, China, Southeast Asia, Korea, and Japan. Emphasis will be placed on the diverse political, social, intellectual, and economic histories of these countries.

HIS 2063 credits

Latin American History

This course provides an overview of the history of Latin America. Topics include politics, economic development, international relations, and cultural development.

HIS 3083 credits

European History: Early Modern Era to the Present

This course discusses the growth and development of European nations from the Early Modern Era to the present, with a focus on Europe's social, political, and economic history.

HIS 3093 credits

American Colonial and Revolutionary History

This course discusses the development of the American colonies and the origins of the American Revolution.

HIS 3353 credits

Europe and the World Wars

This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.

HIS 3493 credits

The History of Modern China

This course provides students with a survey of the final century of dynastic rule and the rise to power of the Nationalist and Communist parties. Social and cultural developments, the impact of Western imperialism, and the evolution of revolutionary ideologies are highlighted throughout the course.

HIS 4033 credits

Foundations of American Foreign Policy

This course provides students with a review of U.S. diplomatic relations with Europe, Latin America, and Asia from the Declaration of Independence to the First World War.

RES 4043 credits

Historical Research Methods

This course provides students with the opportunity to learn and apply various types of research methods used in historical research. Emphasis is placed on research, writing, and critical thinking in a historical context.

HIS 3013 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 who 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 3413 credits

Ancient Worlds

This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.

HIS 3433 credits

The Ancient World: Greece

This course provides an examination of the tumultuous history of the Middle East. Topics include the spread of Islam, the 19th century Middle East, the Middle East after World War I, and the present-day Middle East.

HIS 3553 credits

The History of Modern Mexico

This course presents an analysis of the historical, cultural, social, economic, and political development of Mexico from 1821 to the present.

HIS 3563 credits

The History of Africa

This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.

HIS 3593 credits

The History of Russia and the Soviet Union

This course provides students with an overview of the history of modern Russia and the Soviet Union including the decline of Imperial Russia, the Revolution of 1917, and collapse of the Soviet Union.

HIS 4583 credits

History of Human Discovery

This course seeks to provide an interdisciplinary approach to human discovery by investigating the minds, hearts, and actions of some of the significant people and events in the history of human development.

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 233 3 credits

Statistics

This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 209 3 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.

HIS 311 3 credits

Nevada and U.S. Constitution

This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th Century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents to its adoption are analyzed.

Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed. (Nevada students only.)

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.

COLLEGE OF SOCIAL SCIENCES

The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation.

The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today's working environment.

Associate of Arts in Psychology

The following Associate of Arts/Concentration in Psychology (AAPSY) 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 Degree in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of Psychology.

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/aapsy>.

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

Concentration in Psychology - Track A

PSY 202 ~.....	3 credits
Foundations of Psychology	
PSY 230 ~.....	3 credits
Theories of Personality: I Think, Therefore Who Am I?	
PSY 240 ~.....	3 credits
The Brain, the Body, & Mind: All Together Now	
PSY 265 ~.....	3 credits
Psychology of Human Sexuality: What Turns You on and Why?	
PSY 270 ~.....	3 credits
Abnormal Psychology: Abuse, Addiction & Other Disorders	

Concentration in Psychology - Track B

PSY 201	3 credits
Foundations of Psychology	
PSY 220 ~.....	3 credits
Positive Psychology: What's Right With Me	
PSY 230 ~.....	3 credits
Theories of Personality: I Think, Therefore Who Am I?	
PSY 240 ~.....	3 credits
The Brain, the Body, & Mind: All Together Now	
PSY 265 ~.....	3 credits
Psychology of Human Sexuality: What Turns You on and Why?	
PSY 270 ~.....	3 credits
Abnormal Psychology: Abuse, Addiction & Other Disorders	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for AAPSY

- 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 AAPSY

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	
Science & Technology Requirement 6 credits	
(A Track must include: 3 credits in the physical or biological sciences)	
(B Track must include: SCI 162)	
Social Science Requirement 6 credits	
(A Track must include: ETH 125)	
(B Track must include: PSY 201 and ETH 125)	
Humanities Requirement 6 credits	
(A Track must include: CRT 205)	
(B Track must include: HUM 111)	
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

Degree Requirements for AAPSY

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

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

Residency Requirements for the AAPSY

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 AAPSY

COM 150 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

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.

ETH 1253 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 2053 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 1053 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.

Course Descriptions for the AAPSY - Track A

PSY 2023 credits
Foundations of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 2303 credits
Theories of Personality: I Think, Therefore Who Am I?

What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 2403 credits
The Brain, the Body, and the Mind: All Together Now

This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 2653 credits
Psychology of Human Sexuality: What Turns You On and Why?

This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 2703 credits
Abnormal Psychology: Abuse, Addiction, and Other Disorders

This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Course Descriptions for the AAPSY - Track B

PSY 2013 credits
Foundations of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 2203 credits
Positive Psychology: What's Right With Me

How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be "free"? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 2303 credits
Theories of Personality: I Think, Therefore Who Am I?

What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 2403 credits
The Brain, the Body, and the Mind: All Together Now

This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265..... 3 credits

Psychology of Human Sexuality: What Turns You On and Why?

This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 270..... 3 credits

Abnormal Psychology: Abuse, Addiction, and Other Disorders

This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Associate of Arts in Psychology (Maryland-Online)

The following Associate of Arts/Emphasis in Psychology (AAPSY) 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 Associate of Arts Degree in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of Psychology.

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/aapsy>.

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

Emphasis in Psychology - Track A

PSY 202 ~ 3 credits

Foundations of Psychology

PSY 230 ~ 3 credits

Theories of Personality: I Think, Therefore Who Am I?

PSY 240 ~ 3 credits

The Brain, the Body, & Mind: All Together Now

PSY 265 ~ 3 credits

Psychology of Human Sexuality: What Turns You on and Why?

PSY 270 ~ 3 credits

Abnormal Psychology: Abuse, Addiction & Other Disorders

Emphasis in Psychology - Track B

PSY 201 3 credits

Foundations of Psychology

PSY 220 ~ 3 credits

Positive Psychology: What's Right With Me

PSY 230 ~ 3 credits

Theories of Personality: I Think, Therefore Who Am I?

PSY 240 ~ 3 credits

The Brain, the Body, & Mind: All Together Now

PSY 265 ~ 3 credits

Psychology of Human Sexuality: What Turns You on and Why?

PSY 270 ~ 3 credits

Abnormal Psychology: Abuse, Addiction & Other Disorders

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

Additional Admission Requirements for AAPSY

- 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 AAPSY

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

Science & Technology Requirement 6 credits

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

(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

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

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

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 core and cannot count toward General Education total

Degree Requirements for AAPSY

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

- 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.
- 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 totals.

Residency Requirements for the AAPSY

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 AAPSY

COM 150 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

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.

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.

Course Descriptions for the AAPSY - Track A

PSY 202 3 credits

Foundations of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 230 3 credits

Theories of Personality: I Think, Therefore Who Am I?

What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 3 credits

The Brain, the Body, and the Mind: All Together Now

This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265 3 credits

Psychology of Human Sexuality: What Turns You On and Why?

This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 270 3 credits

Abnormal Psychology: Abuse, Addiction, and Other Disorders

This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Course Descriptions for the AAPSY - Track B

PSY 201 3 credits

Foundations of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220 3 credits

Positive Psychology: What's Right With Me

How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be "free"? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 230 3 credits

Theories of Personality: I Think, Therefore Who Am I?

What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 3 credits

The Brain, the Body, and the Mind: All Together Now

This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 2653 credits

Psychology of Human Sexuality: What Turns You On and Why?

This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 2703 credits

Abnormal Psychology: Abuse, Addiction, and Other Disorders

This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Associate of Arts in Psychology (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Psychology (AAPSY) 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 Degree in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of Psychology.

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/aapsy>.

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

Concentration in Psychology - Track A

PSY 202 ~3 credits

Foundations of Psychology

PSY 220 ~3 credits

Positive Psychology: What's Right With Me

PSY 230 ~3 credits

Theories of Personality: I Think, Therefore Who Am I?

PSY 240 ~3 credits

The Brain, the Body, & Mind: All Together Now

PSY 265 ~3 credits

Psychology of Human Sexuality: What Turns You on and Why?

Concentration in Psychology - Track B

PSY 2013 credits

Foundations of Psychology

PSY 220 ~3 credits

Positive Psychology: What's Right With Me

PSY 230 ~3 credits

Theories of Personality: I Think, Therefore Who Am I?

PSY 240 ~3 credits

The Brain, the Body, & Mind: All Together Now

PSY 265 ~3 credits

Psychology of Human Sexuality: What Turns You on and Why?

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

Additional Admission Requirements for AAPSY

- 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 AAPSY for Arkansas Students

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

Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits

(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits

(A Track must include: ETH 125)

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

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits

(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Concentration 15 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

General Education Requirements for the AAPSY for Minnesota Students

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

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)

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

Humanities Requirement 9 credits
(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Concentration 15 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

Degree Requirements for the AAPSY

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

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

Residency Requirements for the AAPSY

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 AAPSY

COM 1503 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 2203 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.

MAT 2193 credits

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 1004 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 1093 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.

ETH 1253 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.

HIS 1353 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 historical perspective to analyze contemporary issues.

CRT 2053 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 1053 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.

Course Descriptions for the AAPSY - Track A

PSY 2023 credits

Foundations of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 2203 credits

Positive Psychology: What's Right With Me

How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be "free"? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 230..... 3 credits

Theories of Personality: I Think, Therefore Who Am I?

What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240..... 3 credits

The Brain, the Body, and the Mind: All Together Now

This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265..... 3 credits

Psychology of Human Sexuality: What Turns You On and Why?

This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

Course Descriptions for the AAPSY - Track B

PSY 201..... 3 credits

Foundations of Psychology

This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220..... 3 credits

Positive Psychology: What's Right With Me

How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be "free"? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 230..... 3 credits

Theories of Personality: I Think, Therefore Who Am I?

What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight in to the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 3 credits

The Brain, the Body, and the Mind: All Together Now

This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265 3 credits

Psychology of Human Sexuality: What Turns You On and Why?

This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

Associate of Arts/Concentration in Human Services Management

The following Associate of Arts/Concentration in Human Services Management (AAHSM) 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 Human Services Management concentration focuses on providing a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural practices, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the concentration are creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.

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/aahsm>.

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

Concentration in Human Services Management - Track A and B

- HSM 210 ~ 3 credits
Human Services in the United States
- HSM 220 ~ 3 credits
Human Services Administration: So You Want to Help People
- HSM 230 ~ 3 credits
Ethical Issues in Human Services Organizations
- HSM 240 ~ 3 credits
Public Policy Development in Human Services

HSM 260 ~.....3 credits
Financial Management for Human Service Managers
HSM 270 ~.....3 credits
Program Planning & Grant Proposal Writing in Human Services
The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAHSM

- 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 AAHSM

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
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
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

Degree Requirements for AAHSM

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

- 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.

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

Residency Requirements for the AAHSM

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 AAHSM

HSM 210..... 3 credits

Human Services in the United States

This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220..... 3 credits

Human Services Administration: So You Want to Help People

This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.

HSM 230 3 credits

Ethical Issues in Human Services Organizations

HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 240 3 credits

Public Policy Development in Human Services

This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 260 3 credits

Financial Management for Human Service Managers

This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270 3 credits

Program Planning and Grant Proposal Writing in Human Services

This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.

COM 150 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

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.

ETH 1253 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 2053 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 1053 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 Human Services Management (Maryland-Online)

The following Associate of Arts/Emphasis in Human Services Management (AAHSM) 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 Human Services Management emphasis focuses on providing a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural practices, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the emphasis are creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.

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/aahsm>.

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

Emphasis in Human Services Management - Track A and B

- HSM 210 ~.....3 credits
Human Services in the United States
 - HSM 220 ~.....3 credits
Human Services Administration: So You Want to Help People
 - HSM 230 ~.....3 credits
Ethical Issues in Human Services Organizations
 - HSM 240 ~.....3 credits
Public Policy Development in Human Services
 - HSM 260 ~.....3 credits
Financial Management for Human Service Managers
 - HSM 270 ~.....3 credits
Program Planning & Grant Proposal Writing in Human Services
- The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAHSM

- 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 AAHSM

- 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
 - Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
 - Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
 - Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
 - 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 core and cannot count toward General Education total

Degree Requirements for AAHSM

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 who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students 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.
- 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
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphasis are reflected on the transcript only.

Academic Progression Requirements for the AAHSM

- 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.
- 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 totals.

Residency Requirements for the AAHSM

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 AAHSM

HSM 210 3 credits

Human Services in the United States

This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220 3 credits

Human Services Administration: So You Want to Help People

This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.

HSM 2303 credits

Ethical Issues in Human Services Organizations

HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 2403 credits

Public Policy Development in Human Services

This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 2603 credits

Financial Management for Human Service Managers

This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 2703 credits

Program Planning and Grant Proposal Writing in Human Services

This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.

COM 1503 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 2203 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.

ETH 1253 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 2053 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 1053 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 Human Services Management (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Human Services Management (AAHSM) 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 Human Services Management concentration focuses on providing a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural practices, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the concentration are creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.

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/aahsm>.

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

Concentration in Human Services Management - Track A and B

HSM 210 ~	3 credits
Human Services in the United States	
HSM 220 ~	3 credits
Human Services Administration: So You Want to Help People	
HSM 230 ~	3 credits
Ethical Issues in Human Services Organizations	
HSM 240 ~	3 credits
Public Policy Development in Human Services	
HSM 260 ~	3 credits
Financial Management for Human Service Managers	
The University reserves the right to modify the required course of study.	

Additional Admission Requirements for AAHSM

- 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 AAHSM for Arkansas Students

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

Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits

(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits

(A Track must include: ETH 125)

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

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits

(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Concentration 15 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

General Education Requirements for the AAHSM for Minnesota Students

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

Science & Technology Requirement 9 credits

(B Track must include: SCI 162)

Social Science Requirement 9 credits

(A Track must include: ETH 125)

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

Humanities Requirement 9 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits

(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Concentration 15 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

Degree Requirements for the AAHSM

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

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

Residency Requirements for the AAHSM

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 AAHSM

HSM 2103 credits

Human Services in the United States

This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 2203 credits

Human Services Administration: So You Want to Help People

This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.

HSM 2303 credits

Ethical Issues in Human Services Organizations

HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 2403 credits

Public Policy Development in Human Services

This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 2603 credits

Financial Management for Human Service Managers

This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

COM 150 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

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.

MAT 219 3 credits

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 100 4 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 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.

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.

HIS 135 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 historical perspective to analyze contemporary issues.

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.

Bachelor of Science in Psychology

The following Bachelor of Science in Psychology (BS/P) 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 Psychology program provides students with a strong foundation in general psychology. Students will gain insight into the cognitive and affective processes that underlie the individual human experience through an analysis of a variety of theoretical approaches related to human development and behavior. The courses in this program do not have a clinical emphasis and do not lead to professional licensure; instead, they are designed to provide supervisors, managers and other professionals with greater skills in critical thinking, communication, collaboration, and information utilization through the enhanced understanding of human psychology.

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/bs-p>.

BSP Required Course of Study

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

GEN 300	3 credits
Skills for Professional Development	
PSY 300 ~.....	3 credits
General Psychology	
PSY 310 ~.....	3 credits
History and Systems of Psychology	
PSY 355 ~.....	3 credits
Motivational Processes in Human Psychology	
PSY 315 ~.....	3 credits
Statistical Reasoning in Psychology	
PSY 340 ~.....	3 credits
Biological Foundations of Psychology	
PSY 360 ~.....	3 credits
Cognitive Psychology	
PSY 375 ~.....	3 credits
Life Span Human Development	
PSY 390 ~.....	3 credits
Learning and Cognition	
PSY 400 ~.....	3 credits
Social Psychology	
PSY 405 ~.....	3 credits
Theories of Personality	
PSY 410 ~.....	3 credits
Abnormal Psychology	
PSY 435 ~.....	3 credits
Industrial/Organizational Psychology	

PSY 450 ~.....	3 credits
Diversity and Cultural Factors in Psychology	
PSY 460 ~.....	3 credits
Environmental Psychology	
PSY 475 ~.....	3 credits
Psychological Tests and Measurements	
PSY 480 ~.....	3 credits
Elements of Clinical Psychology	
PSY 490 ~.....	3 credits
Capstone Course in Psychology	

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

Additional Admission Requirements for the BS/P

- 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 Completion Requirements for the BS/P

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 51 upper division credits.
 - All students must meet the General Education areas approved by the university.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.

General Education Requirements for the BS/P

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement(s) 6 credits

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

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

Humanities Requirement(s) 6 credits

Mathematics Requirement(s) 6 credits

Science & Technology Requirement(s) 6 credits

Must include at least three (3) credits in the physical or biological sciences

Social Science Requirement(s) 6 credits

Nevada students must complete three (3) credits in Nevada Constitution

Interdisciplinary Requirement(s) 18 credits

Additional Liberal Arts Requirement(s) 6 credits

Puerto Rico students must take 6 credits of spanish in place of this requirement

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance.

Students must use excess 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 BS/P for Arkansas Students

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement(s) 6 credits

Social Science Requirement(s) 9 credits

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

Humanities Requirement(s) 9 credits

Mathematics Requirement(s) 6 credits

Must include MTH 220.

Science & Technology Requirement(s) 9 credits

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

Additional Liberal Arts Requirement(s) 6 credits

Interdisciplinary Requirement(s) 9 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance.

Students must use excess 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.

Academic Progression Requirements for the BS/P

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 BS/P

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 24 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 major, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "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 major. 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 major, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: GEN 300, PSY 490

Course Descriptions for the BSP

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.

PSY 3003 credits

General Psychology

General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.

PSY 3103 credits

History and Systems of Psychology

The purpose of this course is to familiarize the student with the various methods of inquiry, terminologies, and theoretical systems that comprise the history of psychology. A broader view is used to introduce the modern era of psychology and its use. These include: structuralism, functionalism, Gestalt, behaviorism, psychoanalysis, and phenomenological/existential approaches.

PSY 3553 credits

Motivational Processes in Human Psychology

This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception.

PSY 3153 credits

Statistical Reasoning in Psychology

This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

PSY 3403 credits

Biological Foundations of Psychology

This course is designed to expose you to the underlying physiological mechanisms of behavior. Physiological psychology is a complex but fascinating field of study. It explores the relationship between our biological systems and behavior. Structure and function of the nervous system from the neuron to the brain, as well as the interrelationships between the brain and such behaviors as eating, sleeping, learning, memory, emotion, and mental disorders will be discussed using examples from the behavior of both humans and lower organisms.

PSY 3603 credits

Cognitive Psychology

This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

PSY 3753 credits

Lifespan Human Development

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

PSY 3903 credits

Learning and Cognition

This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

PSY 4003 credits

Social Psychology

This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.

PSY 405..... 3 credits

Theories of Personality

This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

PSY 410..... 3 credits

Abnormal Psychology

This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

PSY 435..... 3 credits

Industrial/Organizational Psychology

This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.

PSY 450..... 3 credits

Diversity and Cultural Factors in Psychology

This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460..... 3 credits

Environmental Psychology

In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

PSY 475..... 3 credits

Psychological Tests and Measurements

This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.

PSY 480 3 credits

Elements of Clinical Psychology

This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.

PSY 490 3 credits

Capstone Course in Psychology

This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

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 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.

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.

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 1103 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 1453 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.

The Bachelor of Science in Human Services

The following Bachelor of Science in Human Services (BSHS) 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 BSHS program curriculum at University of Phoenix employs an interdisciplinary approach for assimilating theory, knowledge, skills and core competencies of today's human service professional. The conceptual framework of the program draws from a range of human service domains such as counseling, biopsychosocial development, human systems and social change, social work, psychology, and management theories. The program is designed with experiential components, integrated within the academic foundation, to provide students with experience as service providers in a range of human service settings in both private and public sectors. The Human Services program's interdisciplinary design builds core skills and competencies based on established methods for delivering a variety of direct service roles in the wide-ranging field of human services. In addition to completing core curriculum courses, students must declare and complete courses in an area of concentration selected from the following: 1) Management, 2) Addictions, 3) Family and Child Services, 4) Gerontology. Upon graduation from the program students will be qualified for Registry as Mental Health Facilitators with the National Board for Certified Counselors-International and prepared academically to sit for the Human Services-Board Certified Practitioner examination administered by the Center for Credentialing and Education. 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/bshs>.

Required Course of Study for the BSHS

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

BSHS 305 ~3 credits

Historical Development of Human Services: An Introduction
Prerequisite is for B Track only

BSHS 325 ~3 credits

Human Systems and Development
Prerequisite is for B Track only

BSHS 335 ~3 credits

Ethics and Values for Human Service Professionals

BSHS 345 ~3 credits

Diversity and Special Populations

BSHS 355 ~3 credits

Delivery of Human Services: Theory and Practice

BSHS 375 ~3 credits

Information Management Systems & Technology in Human Services

BSHS 415O ~0 credits

Orientation to Field Experience

BSHS 385 ~	3 credits
Interpersonal Communication & Interviewing Skills	
BSHS 395 ~	3 credits
Client Assessment and Plan Development	
BSHS 405 ~	3 credits
Intervention, Direct Service Delivery & Case Management	
BSHS 415 ~	3 credits
Field Experience I	
BSHS 425 ~	3 credits
Administration & Management of Human Service Programs	
BSHS 435 ~	3 credits
Research & Statistics in Human Services	
BSHS 445 ~	3 credits
A Survey of Crisis and Mental Health Issues and Interventions	
BSHS 455 ~	3 credits
Working With Addictions	
BSHS 465 ~	3 credits
Professional Development and Identity	
BSHS 475 ~	3 credits
Field Experience II	
BSHS 485 ~	3 credits
Capstone: Advocacy and Creating Social Change	
Concentration in Addictions	
BSHS 456 ~	3 credits
Addiction Interventions for Human Service Workers	
BSHS 457 ~	3 credits
Codependence & Working with Families	
BSHS 458 ~	3 credits
Action Planning, Relapse Prevention & Aftercare	
Concentration in Family and Child Services	
BSHS 406 ~	3 credits
Family and Social Systems: Contemporary Trends	
BSHS 407 ~	3 credits
Family Violence Across the Lifespan: A Multi-Strata Problem	
BSHS 408 ~	3 credits
Childhood Abuse and Neglect	
Concentration in Gerontology	
BSHS 437 ~	3 credits
Social Systems and Aging	
BSHS 438 ~	3 credits
Care for Aging Populations	
BSHS 439 ~	3 credits
Grief, Loss and End of Life Issues	

Concentration in Management

BSHS 426 ~	3 credits
Human Services Management: Theory & Practice	
BSHS 427 ~	3 credits
Critical Thinking Skills in Management Decision Making	
BSHS 428 ~	3 credits
Human Services Program Design & Proposal Writing	

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

Additional Admission Requirements for the BSHS

All applicants are expected to meet the following admissions requirements:

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

Degree Requirements for the BSHS

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 60 upper division credits.
 - 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 2.0.
- Students will declare a concentration at the time of enrollment.
- The diploma awarded for this program will read as: Bachelor of Science in Human Services and will not reflect the concentration or emphasis. Concentrations and emphases are reflected on the transcript only.

Academic Progression Requirements for the BSHS

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, 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.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must enroll in the first course as outlined in the Required Course of Study for this program (BSHS 305) and are not required to enroll in the First-Year Sequence. See Preferred Sequence and Prerequisites section of policy for specific course requirements for this program.

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.

General Education Requirements for the BSHS

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

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

(B Track must include COM 170 and COM 172)

Oregon campus students, enrolled in the A Track, must use writing courses to complete the 6 credits of Communication Arts

Mathematics, 6 credits

Must include MTH 209 or higher

Science and Technology, 6 credits

(B Track must include: SCI 163)

Must include at least three credits in physical or biological sciences

Humanities, 6 credits

(B Track must include: HUM 114)

Social Science, 6 credits

(B Track must include: PSY 211)

Nevada students must complete three credits in Nevada Constitution

Additional Liberal Arts, 6 credits

Puerto Rico students must complete 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

(B Track must include: FP 120)

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 BSHS for Arkansas Students

A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts, 6 credits

(A Track must include: COMM 215 or higher)

(B Track must include COM 170 and COM 172)

Mathematics, 6 credits

Students attending an Arkansas campus and students attending Online, who reside in Arkansas, are required to complete MTH 220 College Algebra. The MTH 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Science and Technology, 9 credits

(B Track must include: SCI 163)

Must include: CHM 110 and PHY 101

The Science and Technology requirement may also be satisfied with any science transfer coursework with a lab component.

Humanities, 9 credits

(B Track must include: HUM 114)

Social Science, 9 credits

(B Track must include: PSY 211)

Must include: HIS 145 or POL 215

The Social Science requirement may also be satisfied with any transfer coursework with US History or Government content.

Additional Liberal Arts, 6 credits

Interdisciplinary Requirements, 9 credits

(B Track must include: FP 120)

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.

Residency Requirements and Course Waivers for the BSHS

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 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 "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

The following courses in the Required Course of Study may not be waived: BSHS 305, BSHS 415, BSHS 415O, BSHS 475, BSHS 485.

Field Experience for the BSHS

The BSHS programs include two field experience courses: BSHS 415 and BSHS 475. Each field experience course is 15 weeks in length. These courses require at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2 hours per week) are provided to offer support and supervision of the student activities during their field experience.

Students in the Bachelor of Sciences in Human Services program may not enroll in BSHS 415 and BSHS 475 with other BSHS courses.

Course Description for the BSHS

BSHS 305..... 3 credits

Historical Development of Human Services: An Introduction

In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deep exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker's investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 325..... 3 credits

Human Systems and Development

Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335..... 3 credits

Ethics and Values for Human Service Professionals

In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.

BSHS 3453 credits

Diversity and Special Populations

The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 3553 credits

Delivery of Human Services: Theory and Practice

This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 3753 credits

Information Management Systems & Technology in Human Services

This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for a range of special needs populations.

BSHS 415O0 credits

Orientation to Field Experience

This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS/ 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

BSHS 3853 credits

Interpersonal Communication & Interviewing Skills

Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training.

BSHS 3953 credits

Client Assessment and Plan Development

This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training.

BSHS 4053 credits

Intervention, Direct Service Delivery & Case Management

This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training.

BSHS 4153 credits

Field Experience I

This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.

BSHS 425..... 3 credits

Administration & Management of Human Service Programs

Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.

BSHS 435..... 3 credits

Research & Statistics in Human Services

This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 445..... 3 credits

A Survey of Crisis and Mental Health Issues and Interventions

In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.

BSHS 455..... 3 credits

Working With Addictions

This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.

BSHS 465..... 3 credits

Professional Development and Identity

In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.

BSHS 475..... 3 credits

Field Experience II

This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.

BSHS 485..... 3 credits

Capstone: Advocacy and Creating Social Change

This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.

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.

MTH 209 3 credits
College Mathematics II

This course continues the demonstration and examination of various basic algebra concepts which was begun in MTH/208. 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.

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.

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.

Course Descriptions for the Concentration in Addictions
 BSHS 456 3 credits
Addiction Interventions for Human Service Workers

This course has a focus on familiarizing students with fundamental interventions used in drug and alcohol treatment settings. Students will conduct an investigation of 12-step, alternative support group, secular organization, therapeutic community, and structured in-patient/outpatient approaches to intervention and treatment. Students will be prepared to apply basic skills for assessing and evaluating client needs, making referrals, and working as a colleague in groups of professional service providers. An exploration of commonly used evaluation instruments for assessing level of care is underscored along with tenets of co-facilitation of treatment groups and assessing special population needs. Students will demonstrate foundational knowledge and understanding of guidelines for treatment as outlined by the Substance Abuse and Mental Health Services Administration and the American Society of Addiction Medicine's Patient Placement Criteria.

BSHS 457 3 credits
Codependence & Working with Families

In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.

BSHS 458 3 credits
Action Planning, Relapse Prevention & Aftercare

This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.

Course Descriptions for the Concentration in Family and Child Services

BSHS 406 3 credits
Family and Social Systems: Contemporary Trends

Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.

BSHS 407 3 credits
Family Violence Across the Lifespan: A Multi-Strata Problem

This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.

BSHS 408..... 3 credits
Childhood Abuse and Neglect

This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children's Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.

Course Descriptions for the Concentration in Gerontology

BSHS 437..... 3 credits
Social Systems and Aging

This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

BSHS 438..... 3 credits
Care for Aging Populations

The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.

BSHS 439..... 3 credits
Grief, Loss and End of Life Issues

In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing.

Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.

Course Descriptions for the Concentration in Management

BSHS 426..... 3 credits
Human Services Management: Theory & Practice

This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field.

BSHS 427..... 3 credits
Critical Thinking Skills in Management Decision Making

This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.

BSHS 428..... 3 credits
Human Services Program Design & Proposal Writing

This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.

COLLEGE OF NATURAL SCIENCES

The foundation of today's technological world is rooted in the natural sciences. As part of any academic program, studying the natural sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop the critical thinking, independent thinking, and problem solving skills that form the basis for lifelong learning.

The College of Natural Sciences offers a variety of courses in natural, environmental, and life sciences as well as programs in health administration, environmental sciences, and biology.

Associate of Arts/Concentration in Health Care Administration

The following Associate of Arts/Concentration in Health Care Administration (AAHCA) 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 Degree in Health Care Administration concentration focuses on health care organizations, roles of health care workers, public policy, information technology, financial management, and regulatory and ethical issues of health care. Students will discuss current strengths, weaknesses, and challenges of the U.S. health care system. Students will also critically examine the current state of health and disease, health care's laws and ethics, the psychology of health, and financial operations of the health care system.

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.

Concentration in Health Care Administration - 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 230 ~.....	3 credits
Communication Skills for Health Care Professionals	
HCA 240 ~.....	3 credits
Health & Diseases: Understanding Pathos of Pathology	
HCA 250 ~.....	3 credits
The Psychology of Health	
HCA 270 ~.....	3 credits
Financial Matters for Health Care Professionals	

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

Additional Admission Requirements for AAHCA

- 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

- 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
- Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
- Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
- Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
- 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

Degree Requirements for AAHCA

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

- Students 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.
- 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
- 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

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

Residency Requirements for the AAHCA

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

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 230 3 credits

Communication Skills for Health Care Professionals

This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

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.

HCA 2503 credits

The Psychology of Health

In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.

HCA 2703 credits

Financial Matters for Health Care Professionals

This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.

COM 1503 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 2203 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.

ETH 1253 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 2053 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 1053 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 (Maryland-Online)

The following Associate of Arts/Emphasis in Health Care Administration (AAHCA) 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 Associate of Arts Degree in Health Care Administration emphasis focuses on health care organizations, roles of health care workers, public policy, information technology, financial management, and regulatory and ethical issues of health care. Students will discuss current strengths, weaknesses, and challenges of the U.S. health care system. Students will also critically examine the current state of health and disease, health care's laws and ethics, the psychology of health, and financial operations of the health care system.

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 - 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 230 ~3 credits

Communication Skills for Health Care Professionals

HCA 240 ~3 credits

Health & Diseases: Understanding Pathos of Pathology

HCA 250 ~3 credits

The Psychology of Health

HCA 270 ~3 credits

Financial Matters for Health Care Professionals

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

Additional Admission Requirements for AAHCA

- 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

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

Science & Technology Requirement 6 credits

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

(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

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

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

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 core and cannot count toward General Education total

Degree Requirements for AAHCA

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

- 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.
- 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 totals.

Residency Requirements for the AAHCA

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

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 2303 credits

Communication Skills for Health Care Professionals

This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

HCA 2403 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.

HCA 2503 credits

The Psychology of Health

In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.

HCA 2703 credits

Financial Matters for Health Care Professionals

This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.

COM 1503 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 2203 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.

ETH 1253 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 2053 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 1053 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 Health Care Administration/Medical Records

The following Associate of Arts/Concentration in Health Care Administration/Medical Records (AAHCA/MR) 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 Degree in Health Care Administration with emphasis in Medical Records lays a foundation for further study in health care at the undergraduate level. Topics focus on medical terminology related to disease diagnosis and treatment, patient information management, and medical claims processing. Software instruction synthesizes a variety of records processes common in medical facilities.

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-mr>.

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

Note: Associate of Arts/Health Care Administration-Medical Records provides foundation skills in medical record keeping. However, it does not lead to certification in medical coding practice or any other related practice.

Concentration in Health Care Administration/Medical Records-Track A and B

HCA 220 ~	3 credits
The Language of Health Care	
HCA 240 ~	3 credits
Health & Diseases: Understanding Pathos of Pathology	
HCR 210 ~	3 credits
Patient Records: Keeping it Real	
HCR 220 ~	3 credits
Claims Preparation I: Clean Bills of Health	
HCR 230 ~	3 credits
Claims Preparation II: Footing the Bills	
HCR 240 ~	3 credits
Computerizing Medical Data: The Paper Chase Goes Techno	

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

Additional Admission Requirements for AAHCA/MR

- 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/MR

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

Science & Technology Requirement 6 credits

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

(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

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

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

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

Degree Requirements for AAHCA/MR

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

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

Residency Requirements for the AAHCA/MR

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/MR

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 2403 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.

HCR 2103 credits

Patient Records: Keeping it Real

Documenting patients' health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians' offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 2203 credits

Claims Preparation I: Clean Bills of Health

Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 2303 credits

Claims Preparation II: Footing the Bills

This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240 3 credits

Computerizing Medical Data: The Paper Chase Goes Techno

This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, Medisoft™ also applies to managing patients' health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000® or Windows XP® operating system.

COM 150 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

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.

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/Medical Records (Maryland-Online)

The following Associate of Arts/Emphasis in Health Care Administration/ Medical Records (AAHCA/MR) 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 Associate of Arts Degree in Health Care Administration with emphasis in Medical Records lays a foundation for further study in health care at the undergraduate level. Topics focus on medical terminology related to disease diagnosis and treatment, patient information management, and medical claims processing. Software instruction synthesizes a variety of records processes common in medical facilities.

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-mr>.

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

Note: Associate of Arts/Health Care Administration-Medical Records provides foundation skills in medical record keeping. However, it does not lead to certification in medical coding practice or any other related practice.

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

HCA 220 ~ 3 credits

The Language of Health Care

HCA 240 ~ 3 credits

Health & Diseases: Understanding Pathos of Pathology

HCR 210 ~ 3 credits

Patient Records: Keeping it Real

HCR 220 ~ 3 credits

Claims Preparation I: Clean Bills of Health

HCR 230 ~ 3 credits

Claims Preparation II: Footing the Bills

HCR 240 ~ 3 credits

Computerizing Medical Data: The Paper Chase Goes Techno

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

Additional Admission Requirements for AAHCA/MR

- 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/MR

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

Science & Technology Requirement 6 credits

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

(B Track must include: SCI 162)

Social Science Requirement 6 credits

(A Track must include: ETH 125)

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

Humanities Requirement 6 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

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 core and cannot count toward General Education total

Degree Requirements for AAHCA/MR

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

- 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.
- 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 totals.

Residency Requirements for the AAHCA/MR

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/MR

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.

HCR 210 3 credits

Patient Records: Keeping it Real

Documenting patients' health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians' offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 220 3 credits

Claims Preparation I: Clean Bills of Health

Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 230 3 credits

Claims Preparation II: Footing the Bills

This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240 3 credits

Computerizing Medical Data: The Paper Chase Goes Techno

This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, Medisoft™ also applies to managing patients' health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000® or Windows XP® operating system.

COM 150 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

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.

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 Health Care Administration (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Health Care Administration (AAHCA) 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 Degree in Health Care Administration concentration focuses on health care organizations, roles of health care workers, public policy, information technology, financial management, and regulatory and ethical issues of health care. Students will discuss current strengths, weaknesses, and challenges of the U.S. health care system. Students will also critically examine the current state of health and disease, health care’s laws and ethics, the psychology of health, and financial operations of the health care system.

For students residing in Arkansas: 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-ar>.

For students residing in Minnesota: 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-mn>.

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.

Concentration in Health Care Administration - 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 230 ~.....3 credits

Communication Skills for Health Care Professionals

HCA 240 ~.....3 credits

Health & Diseases: Understanding Pathos of Pathology

HCA 250 ~.....3 credits

The Psychology of Health

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

Additional Admission Requirements for AAHCA

- 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 for Arkansas Students

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

Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits

(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits

(A Track must include: ETH 125)

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

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits

(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Concentration 15 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

General Education Requirements for the AAHCA for Minnesota Students

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

Science & Technology Requirement 9 credits

(B Track must include: SCI 162)

Social Science Requirement 9 credits

(A Track must include: ETH 125)

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

Humanities Requirement 9 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits

(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Concentration 15 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

Degree Requirements for the AAHCA

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

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

Residency Requirements for the AAHCA

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

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 2303 credits

Communication Skills for Health Care Professionals

This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

HCA 2403 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.

HCA 2503 credits

The Psychology of Health

In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.

COM 1503 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 2203 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.

MAT 2193 credits

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 1004 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 1093 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.

HIS 1353 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 historical perspective to analyze contemporary issues.

ETH 1253 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 2053 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 Health Care Administration/Medical Records (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Health Care Administration/Medical Records (AAHCA/MR) 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 Degree in Health Care Administration with emphasis in Medical Records lays a foundation for further study in health care at the undergraduate level. Topics focus on medical terminology related to disease diagnosis and treatment, patient information management, and medical claims processing. Software instruction synthesizes a variety of records processes common in medical facilities.

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-mr>.

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

Note: Associate of Arts/Health Care Administration-Medical Records provides foundation skills in medical record keeping. However, it does not lead to certification in medical coding practice or any other related practice.

Concentration in Health Care Administration/Medical Records-Track A and B

HCA 220 ~ 3 credits

The Language of Health Care

HCA 240 ~ 3 credits

Health & Diseases: Understanding Pathos of Pathology

HCR 210 ~ 3 credits

Patient Records: Keeping it Real

HCR 220 ~ 3 credits

Claims Preparation I: Clean Bills of Health

HCR 230 ~ 3 credits

Claims Preparation II: Footing the Bills

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

Additional Admission Requirements for AAHCA/MR

- 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/MR for Arkansas Students

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

Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits

(B Track must include: SCI 162)

Must include: HCR 240

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits

(A Track must include: ETH 125)

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

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits

(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Concentration 15 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

General Education Requirements for the AAHCA/MR for Minnesota Students

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

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)

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

Humanities Requirement 9 credits
(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Concentration 15 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

Degree Requirements for the AAHCA/MR

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

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

Residency Requirements for the AAHCA/MR

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/MR

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.

HCR 210 3 credits

Patient Records: Keeping it Real

Documenting patients' health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians' offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 220 3 credits

Claims Preparation I: Clean Bills of Health

Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 230 3 credits

Claims Preparation II: Footing the Bills

This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

COM 150 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

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.

MAT 219 3 credits

Introduction to College Algebra

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 100 4 credits

Introduction to Life Science with Lab

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 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.

HIS 135 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 historical perspective to analyze contemporary issues.

ETH 1253 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 2053 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 1053 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.

Bachelor of Science in Environmental Science

The following Bachelor of Science in Environmental Science (BS/EVS) 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 degree with primary majors in natural sciences and history is designed to provide students interested in teaching in elementary, secondary, or postsecondary education with substantive academic content in biology, environmental science, or history as the discipline of their choice. The degree prepares students for teaching opportunities in elementary and secondary education after completion of additional methodology courses required for teacher certification in all states. The degree also provides an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in natural science or history at most colleges and universities. Secondary concentrations are designed to provide an interdisciplinary component that will increase the student's breadth of learning. The degree will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity.

The Bachelor of Science in Environmental Science is designed to provide students with a comprehensive understanding of the relationship between scientific principles and the environment. Topics will include biological and ecological fundamentals, the environment and society, environmental management and law, global health, risk assessment, ethics, 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/bs-evs>.

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

BS/EVS Required Course of Study - Environmental Science Major

GEN 2003 credits
 Foundations for General Education and Professional Success

Major Courses-Lower Division

BIO 101 ~3 credits
 Principles of Biology
 CHM 110 ~3 credits
 Introductory Chemistry
 ENV 100 ~3 credits
 Principles of Environmental Science
 GLG 220 ~3 credits
 Physical Geology
 SCI 256 ~3 credits
 People, Science and the Environment
 BIO 280 ~3 credits
 Conservation Biology

Students must choose one course from the list below:

SCI 209 ~3 credits
 Oceanography
 GEO 215 ~3 credits
 Geography
 BIO 240 ~3 credits
 General Biology
 BIO 204 ~3 credits
 Plant Physiology

Major Courses- Upper Division

BIO 315 ~3 credits
 Ecology and Evolution
 ENV 320 ~3 credits
 Environmental Law
 SCI 362 ~3 credits
 Environmental Issues and Ethics
 ECO 370 ~3 credits
 Environmental Economics
 ENV 410 ~3 credits
 Environmental Toxicology
 ENV 420 ~3 credits
 Environmental Risk Assessment

Students must choose one course from the list below:

ENV 315 ~.....	3 credits
Global Change	
ENV 310 ~.....	3 credits
Environmental Management	
ENV 330 ~.....	3 credits
Global Environmental Health	
ENV 430 ~.....	3 credits
Environmental Technology	
ENV 431 ~.....	3 credits
Public Policy Analysis	
SUS 300 ~.....	3 credits
Environmental Sustainability	
BIO 325 ~.....	3 credits
Economic Botany	
ENV 350 ~.....	3 credits
Water and Wastewater Treatment Technology	
ENV 400 ~.....	3 credits
Watershed Hydrology	
Environmental Sustainability	

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

Focus Study -15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

Electives -27 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Environmental Science degree.

Electives -12 credits (for Arkansas students only)

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Environmental Science degree.

Additional Admission Requirements BS/EVS

- 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 BS/EVS

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 45 upper division credits.
 - All students must meet the General Education areas approved by the university.
 - Completion of a fifteen (15) credit Focus Study.
- A minimum grade point average (GPA) of 2.0.
- Students may choose additional elective credits to fulfill upper division and elective requirements.
- 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: Bachelor of Science in Environmental Science and will not reflect the Focus Study.

General Education Requirements for the BS/EVS

Communication Arts Requirement(s) 6 credits

Must include COMM 215, equivalent or higher

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

Oregon campus students must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus.

Mathematics Requirement(s) 9 credits

Must include MTH 209 and STAT 167, equivalent or higher

Social Science Requirement(s) 6 credits

Must include HIS 311 in Nevada only

Science & Technology Requirement(s) 6 credits

Must include at least three credits in the physical or biological sciences

Humanities Requirement(s) 6 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess 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 Arkansas students for the BS/EVS

Communication Arts Requirement(s) 6 credits

Must include COMM 215, equivalent or higher

Mathematics Requirement(s) 9 credits

Must include STAT 167, equivalent or higher

Must include MTH 220.

Social Science Requirement(s) 9 credits

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

Science & Technology Requirement(s) 9 credits

Must include at least three credits in the physical or biological sciences

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

Humanities Requirement(s) 9 credits

Additional Liberal Arts 6 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance.

Students must use excess 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.

Academic Progression Requirements for the BS/EVS

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.

Students must declare a Focus Study within 84 applied credits of program.

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 BS/EVS

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 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 major, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "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 major. 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 major, a student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.

- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

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

Course Descriptions for the BS/EVS

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.

BIO 101 3 credits

Introduction to Biology

This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.

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.

ENV 100 3 credits

Principles of Environmental Science

This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

GLG 220 3 credits

Physical Geology

This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.

SCI 256 3 credits

People, Science and the Environment

This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution are interrelated. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

BIO 280 3 credits

Conservation Biology

This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.

SCI 209 3 credits

Oceanography

This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

GEO 215 3 credits

Geography

This course will examine the key concepts of geography and the interactions between human life and the environment. Topics will include population, urbanization, economic and cultural landscapes, physical landscapes, and world climate.

BIO 240 3 credits

General Biology

This course will provide an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.

BIO 204 3 credits

Plant Physiology

This course will examine the key concepts of plant physiology. Topics will include the structure and function of plants, growth and development, water transport, mineral nutrition, photosynthesis, and plant metabolism.

BIO 315 3 credits

Ecology and Evolution

This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.

ENV 320 3 credits

Environmental Law

This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.

SCI 362.....3 credits

Environmental Issues and Ethics

This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.

ECO 370.....3 credits

Environmental Economics

This course applies the theoretical economic tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.

ENV 410.....3 credits

Environmental Toxicology

The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.

ENV 420.....3 credits

Environmental Risk Assessment

This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.

ENV 315.....3 credits

Global Change

This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

ENV 310.....3 credits

Environmental Management

This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.

ENV 330.....3 credits

Global Environmental Health

This course explores the impact of industrialization and development on the global environment. Students will be provided an overview of scientific and policy issues of global environmental health.

ENV 430.....3 credits

Environmental Technology

This course presents students with the current and emerging technologies that are available for the management of the environment. Environmental factors will be examined for the proper selection and application of these technologies.

ENV 4313 credits

Public Policy Analysis

This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.

SUS 300.....3 credits

Environmental Sustainability

Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and energy efficient home or building design.

BIO 3253 credits

Economic Botany

This course focuses on the economic uses of plants from international, historical, environmental and contemporary perspectives. Economic uses include plant textiles, spices, herbs, perfumes, oils, waxes, beer, coffee, tea, wine, chocolate, marijuana, psychedelics, fuel algae, and fungi.

ENV 3503 credits

Water and Wastewater Treatment Technology

This course will introduce students to water and wastewater treatment technology. Topics will include drinking-water treatment and distribution, wastewater collection and treatment, and water reuse.

ENV 4003 credits

Watershed Hydrology

This course will introduce students to the water cycle and freshwater management. Topics will include examination of bodies of water, geology and soil properties, the water cycle, groundwater flow, pollution effects, and government involvement.

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.

STAT 167.....3 credits

Statistics for Life Sciences

This course will examine the concepts of statistics leading to the application of these concepts to the life sciences. Topics will include populations and samples, random sampling, probabilities, distributions, and confidence intervals.

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 209 3 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.

HIS 311 3 credits

Nevada and U.S. Constitution

This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th Century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents to its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed. (Nevada students only.)

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.

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.

Bachelor of Science in Biological Science

The following Bachelor of Science in Biological Science (BS/BIO) 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 Biological Science degree is designed to provide students with substantive academic content in the discipline of their choice. After completion of additional methodology courses required for teacher certification in all states, the program may assist in the preparation of students for teaching opportunities in elementary and secondary education. The degree may also provide an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in natural science or history at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student's breadth of learning. The program will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity.

The Bachelor of Science in Biological Science is designed to provide students with a comprehensive understanding of the relationship between the life sciences and the environment. Topics will include biological and ecological fundamentals, the environment and society, plant physiology, zoology, microbiology, toxicology, and ethics.

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

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

BS/BIO Required Course of Study- Biological Science Major

GEN 2003 credits
 Foundations for General Education and Professional Success

Major Courses-Lower Division

BIO 101 ~3 credits
 Principles of Biology

PHY 101 ~3 credits
 Fundamentals of Physics

CHM 110 ~3 credits
 Introductory Chemistry

GLG 150 ~3 credits
 Exploration of Earth Sciences

BIO 240 ~3 credits
 General Biology

SCI 256 ~3 credits
 People, Science and the Environment

Students must choose one course from the list below:

SCI 151 ~3 credits
 Astronomy

BIO 204 ~3 credits
 Plant Physiology

SCI 209 ~3 credits
 Oceanography

BIO 280 ~3 credits
 Conservation Biology

Major Courses- Upper Division

BIO 315 ~3 credits
 Ecology and Evolution

BIO 330 ~3 credits
 Invertebrate Zoology

BIO 335 ~3 credits
 Entomology

BIO 340 ~3 credits
 Microbiology

BIO 405 ~3 credits
 Human Biology

BIO 410 ~3 credits
 Genetics

Students must choose one course from the list below:

ENV 315 ~3 credits
 Global Change

SCI 362 ~3 credits
 Environmental Issues and Ethics

BIO 402 ~3 credits
 Immunology

ENV 410 ~3 credits
 Environmental Toxicology

BIO 325 ~3 credits
 Economic Botany

Focus Study -15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

Electives - 27 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Biological Science degrees.

Electives - 12 credits (for Arkansas students only)

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Biological Science degrees.

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

Additional Admission Requirements BS/BIO

- 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 BS/BIO

The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 45 upper division credits.
 - All students must meet the General Education areas approved by the university.
 - Completion of a fifteen (15) credit Focus Study.
- A minimum program grade point average (GPA) of 2.0.
- Students may choose additional elective credits in order to fulfill the required upper division and elective requirements.
- 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.

General Education Requirements for the BS/BIO

Communication Arts Requirement(s) 6 credits

Must include COMM 215, equivalent or higher

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

Oregon campus students must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus.

Mathematics Requirement(s) 9 credits

Must include MTH 209 and STAT 167, equivalent or higher

Social Science Requirement(s) 6 credits

Nevada students must complete three (3) credits in Nevada Constitution

Science & Technology Requirement(s) 6 credits

Must include at least three credits in the physical or biological sciences

Humanities Requirement(s) 6 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess 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 Arkansas students for the BS/BIO

Communication Arts Requirement(s) 6 credits

Must include COMM 215, equivalent or higher

Mathematics Requirement(s) 9 credits

Must include STAT 167, equivalent or higher

Must include MTH 220.

Social Science Requirement(s) 9 credits

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

Science & Technology Requirement(s) 9 credits

Must include at least three credits in physical or biological or equivalent transfer coursework with a lab component.

Humanities Requirement(s) 9 credits

Additional Liberal Arts 6 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess 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.

Academic Progression Requirements for the BS/BIO

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.
- Students must declare a Focus Study within 84 applied credits of program.
- 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 BS/BIO

The University requires that the majority of coursework in the major and focus be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of thirty (30) upper division credits at the University. Students in this program may waive a maximum of fifteen (15) credits from their major and focus on the basis of regionally or approved nationally accredited transferable coursework. Prior learning credit and military credits may not be used to waive coursework.

In order to be granted a waiver for a course in the major and focus, 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 (10) 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.

In order to be granted a waiver, without credit, for a course in the major or focus, 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 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

Course Descriptions for the BS/BIO

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.

BIO 101 3 credits

Introduction to Biology

This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.

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.

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.

GLG 150 3 credits

Exploration of the Earth Sciences

This course focuses on the dynamic forces impacting Earth's environment. It is a study of the major constructs in geology, oceanography, meteorology, and astronomy collectively called Earth Science. A scientific approach will be used in orienting students to develop an understanding of the interconnectivity of each of these sciences.

BIO 240 3 credits

General Biology

This course will provide an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.

SCI 256 3 credits

People, Science and the Environment

This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution are interrelated. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

SCI 151 3 credits

Astronomy

This course is designed to introduce students to the science of astronomy, utilizing current concepts of the Earth, the solar system, and the universe. In addition, historical developments in astronomy from ancient mythology to modern science will be covered.

BIO 204 3 credits

Plant Physiology

This course will examine the key concepts of plant physiology. Topics will include the structure and function of plants, growth and development, water transport, mineral nutrition, photosynthesis, and plant metabolism.

SCI 209 3 credits

Oceanography

This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

BIO 280 3 credits

Conservation Biology

This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.

BIO 315 3 credits

Ecology and Evolution

This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.

BIO 330 3 credits

Invertebrate Zoology

This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.

BIO 335 3 credits

Entomology

This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.

BIO 340 3 credits

Microbiology

This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.

BIO 405 3 credits

Human Biology

This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.

BIO 410 3 credits

Genetics

This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.

ENV 315 3 credits

Global Change

This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

SCI 362 3 credits

Environmental Issues and Ethics

This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.

BIO 402 3 credits

Immunology

This course will examine the key concepts of immunology. Topics will include the development and anatomy of the immune system, innate immunity, the structure and function of immunoglobulin, cellular interactions, disease, and histocompatibility.

ENV 410 3 credits

Environmental Toxicology

The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.

BIO 325 3 credits

Economic Botany

This course focuses on the economic uses of plants from international, historical, environmental and contemporary perspectives. Economic uses include plant textiles, spices, herbs, perfumes, oils, waxes, beer, coffee, tea, wine, chocolate, marijuana, psychedelics, fuel algae, and fungi.

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.

STAT 167 3 credits

Statistics for Life Sciences

This course will examine the concepts of statistics leading to the application of these concepts to the life sciences. Topics will include populations and samples, random sampling, probabilities, distributions, and confidence intervals.

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.

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.

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.

HIS 1453 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.

The Bachelor of Science in Health Administration (Maryland-Online)

The following Bachelor of Science in Health Administration (BSHA) 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 Bachelor of Science in Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena.

Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum healthcare students have the opportunity to select an emphasis that is designed to expand their professional opportunities.

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/bsha>.

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

BSHA Foundation Courses

- GEN 2003 credits
- Foundations for General Education and Professional Success
- HCS 212 ~3 credits
- Health Care Vocabulary
- HCS 235 ~3 credits
- Health Care Delivery in the United States
- HCS 245 ~3 credits
- Introduction to Health and Disease

BSHA Required Course of Study

- HCS 320 ~3 credits
- Health Care Communication Strategies
- HCS 325 ~3 credits
- Health Care Management
- HCS 335 ~3 credits
- Health Care Ethics and Social Responsibility
- HCS 341 ~3 credits
- Human Resources in Health Care
- HCS 483 ~3 credits
- Health Care Information Systems
- HCS 490 ~3 credits
- Health Care Consumer - Trends and Marketing
- HCS 405 ~3 credits
- Health Care Financial Accounting
- HCS 440 ~3 credits
- Economics: The Financing of Health Care

HCS 465 ~ 3 credits
 Health Care Research Utilization
 HCS 451 ~ 3 credits
 Health Care Quality Management and Outcome Analysis
 Students must select one emphasis in a particular area of study at the time of enrollment.

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

Emphasis in Health Management

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/bsha-hm>.

HCS 457 ~ 3 credits
 Public and Community Health
 HCS 430 ~ 3 credits
 Legal Issues in Health Care: Regulation and Compliance
 HCS 475 ~ 3 credits
 Leadership and Performance Development
 HCS 455 ~ 3 credits
 Health Care Policy: The Past and the Future
 HCS 446 ~ 3 credits
 Facility Planning
 HCS 449 ~ 3 credits
 Health Administration Capstone

Emphasis in Emergency Management

This emphasis is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

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/bsha-em>.

EMC 310 ~ 3 credits
 Principles of Emergency Management
 EMC 330 ~ 3 credits
 Political and Policy Issues for Emergency Management
 EMC 340 ~ 3 credits
 Emergency Services and the Community
 EMC 350 ~ 3 credits
 Managing Emergency Response Operations
 EMC 320 ~ 3 credits
 Emergency Preparedness and Planning
 HCS 449 ~ 3 credits
 Health Administration Capstone

Emphasis in Long Term Care

This emphasis is designed to increase skills that are essential when working with various populations requiring long-term care. Courses will focus on aging, legal issues and perspective, gerontology programs and services, as well as alternative living environments for this population.

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/bsha-ltc>.

HCS 433 ~ 3 credits
 Dimensions of Health and the Older Adult
 LTC 310 ~ 3 credits
 Social and Community Related Programs and Services
 HCS 437 ~ 3 credits
 Long-term Care Administration
 LTC 315 ~ 3 credits
 Alternative Living Environments
 LTC 328 ~ 3 credits
 Legal Perspectives in Aging
 HCS 449 ~ 3 credits
 Health Administration Capstone

Emphasis in Health Information Systems

This emphasis is designed for individuals that want to work with information technology in health care. Focus is on database concepts as well as information network and system design.

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/bsha-his>.

HCIS 410 ~ 3 credits
 Project Planning and Implementation in Health Care
 DBM 381 ~ 3 credits
 Database Concepts
 NTC 361 ~ 3 credits
 Network and Telecommunications Concepts
 BSA 376 ~ 3 credits
 Systems Analysis and Design
 HCIS 420 ~ 3 credits
 Information Systems Risk Management in Health Care
 HCS 449 ~ 3 credits
 Health Administration Capstone

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

Additional Admission Requirements BSHA

- 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.

- Applicants to the Emergency Management emphasis (BSHA/EM) must be currently employed or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
 - A minimum of 48 upper division credits
 - A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
 - Oregon students must fulfill the Additional Liberal Arts area with three (3) credits in the physical or biological sciences.
- 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 programs will read as: Bachelor of Science in Health Administration and will not reflect the emphasis. Emphases are reflected on the transcript only.

General Education Requirements for the BSHA

All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

Communication Arts Requirement(s) 6 credits

Mathematics Requirement(s): 6 credits

Science & Technology Requirement(s): 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities Requirement(s): 6 credits

Social Science Requirement(s): 6 credits

Additional Liberal Arts Requirement(s): 6 credits

Interdisciplinary Requirement(s): 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.

Academic Progression Requirements for the BSHA

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 BSHA

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 eighteen (18) upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework in the required course of study).

Students may also waive nine (9) lower division credits from the required course of study.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years (5 years for Information Security & 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 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, 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 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, HCS 449

Course Descriptions for the BSHA

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.

HCS 212 3 credits

Health Care Vocabulary

This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

HCS 235 3 credits

Health Care Delivery in the United States

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245 3 credits

Introduction to Health and Disease

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 320 3 credits

Health Care Communication Strategies

This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

HCS 325 3 credits

Health Care Management

The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 335 3 credits

Health Care Ethics and Social Responsibility

This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

HCS 341 3 credits

Human Resources in Health Care

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

HCS 4833 credits

Health Care Information Systems

The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 4903 credits

Health Care Consumer - Trends and Marketing

In this course students will have the opportunity to examine the traits, trends and needs of today's health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.

HCS 4053 credits

Health Care Financial Accounting

This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.

HCS 4403 credits

Economics: The Financing of Health Care

This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system's use of grant funding and research dollars is described.

HCS 4653 credits

Health Care Research Utilization

This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.

HCS 4513 credits

Health Care Quality Management and Outcomes Analysis

This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

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.

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.

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 1103 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 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 Health Management

HCS 457 3 credits
Public and Community Health

This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 430 3 credits
Legal Issues in Health Care: Regulation and Compliance

This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 475 3 credits
Leadership and Performance Development

This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

HCS 455 3 credits
Healthcare Policy: The Past and the Future

This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 446 3 credits
Facility Planning

This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, and as well as examine the regulatory compliance requirements.

HCS 449 3 credits
Health Administration Capstone

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Emphasis in Emergency Management

EMC 310 3 credits
Principles of Emergency Management

This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.

EMC 330 3 credits
Political and Policy issues for Emergency Management

This course examines the political and policy environment which affects emergency management. The course is intended to help emergency managers develop an understanding of local, state, and federal policies are developed and maintained. In addition, legal issues involving state and Federal law effecting emergency operations will be studied.

EMC 340 3 credits
Emergency Services and the Community

This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350 3 credits
Managing Emergency Response Operations

This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.

EMC 3203 credits

Emergency Preparedness and Planning

This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

HCS 4493 credits

Health Administration Capstone

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Emphasis in Long Term Care

HCS 4333 credits

Dimensions of Health and the Older Adult

Basic principles and concepts of the aging process; includes the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.

LTC 3103 credits

Social and Community Related Programs and Services

This course provides an overview of programs and policies related to our rapidly expanding aging population. Services designed to enable the older adult to support their health and economic well being as well as support for their families will be examined. Issues and trends related to areas such as social and community services, economic issues, and attention to the growing needs of the aging population with special needs will be included.

HCS 4373 credits

Long-term Care Administration

This course examines the organization and management of long-term care and assisted living facilities. The impacts of state and federal regulation are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long term care.

LTC 3153 credits

Alternative Living Environments

This course focuses on the various formats of care and living environments for the older adult. The cultural and socioeconomic demographics of our current aging population provide different expectations and needs from previous generations. With the changing needs of this population and their families, students will focus on understanding the multidisciplinary continuum of factors to be considered when determining the living and care options available.

LTC 3283 credits

Legal Perspectives in Aging

This course will look at the diverse legal issues related to today's older adult. Topics will include age discrimination, advocacy and autonomy, elder and fraud abuse, major life transitions, and end of life decision making.

HCS 4493 credits

Health Administration Capstone

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Emphasis in Health Information Systems

HCIS 4103 credits

Project Planning and Implementation in Health Care

This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.

DBM 3813 credits

Database Concepts

This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.

NTC 3613 credits

Network and Telecommunications Concepts

This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.

BSA 3763 credits

Systems Analysis and Design

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

HCIS 4203 credits

Information Systems Risk Management in Health Care

This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

HCS 4493 credits

Health Administration Capstone

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) 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 Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today's challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena.

Coursework includes content in some of the following areas- management, finance, legal and ethical parameters, human resources, and information systems. Upon completion of the core curriculum healthcare students have the opportunity to select a concentration that is designed to expand their professional opportunities.

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/bsha>.

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

BSHA Foundation Courses

GEN 200	3 credits
Foundations for General Education and Professional Success	
HCS 212 ~	3 credits
Health Care Vocabulary	
HCS 235 ~	3 credits
Health Care Delivery in the United States	
HCS 245 ~	3 credits
Introduction to Health and Disease	

BSHA Required Course of Study

HCS 320 ~	3 credits
Health Care Communication Strategies	
HCS 325 ~	3 credits
Health Care Management	
HCS 335 ~	3 credits
Health Care Ethics and Social Responsibility	
HCS 341 ~	3 credits
Human Resources in Health Care	
HCS 483 ~	3 credits
Health Care Information Systems	
HCS 490 ~	3 credits
Health Care Consumer - Trends and Marketing	
HCS 405 ~	3 credits
Health Care Financial Accounting	
HCS 440 ~	3 credits
Economics: The Financing of Health Care	

HCS 465 ~	3 credits
Health Care Research Utilization	
HCS 451 ~	3 credits
Health Care Quality Management and Outcome Analysis	
Students must select one concentration in a particular area of study at the time of enrollment.	

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

Concentration in Health Management

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/bsha-hm>.

HCS 457 ~	3 credits
Public and Community Health	
HCS 430 ~	3 credits
Legal Issues in Health Care: Regulation and Compliance	
HCS 475 ~	3 credits
Leadership and Performance Development	
HCS 455 ~	3 credits
Health Care Policy: The Past and the Future	
HCS 446 ~	3 credits
Facility Planning	
HCS 449 ~	3 credits
Health Administration Capstone	

Concentration in Emergency Management

This concentration is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

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/bsha-em>.

EMC 310 ~	3 credits
Principles of Emergency Management	
EMC 330 ~	3 credits
Political and Policy Issues for Emergency Management	
EMC 340 ~	3 credits
Emergency Services and the Community	
EMC 350 ~	3 credits
Managing Emergency Response Operations	
EMC 320 ~	3 credits
Emergency Preparedness and Planning	
HCS 449 ~	3 credits
Health Administration Capstone	