

SEI 503 3 credits
Advanced Structured English Immersion Methods

This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 514 2 credits
Survey of Special Populations

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

MTE 531 2 credits
Curriculum Constructs & Assessment: History and Social Science

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

MTE 533 4 credits
Curriculum Constructs & Assessment: Science and Mathematics

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

MTE 534 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assess-ing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical edu-cation and health based on a scope and sequence, and on state and national standards. This course includes framework-based teach-ing strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of life-long health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

ELM 598 4 credits
Elementary Student Teaching Part A

This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time manage-ment, and developing and maintaining relationships with col-leagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 4 credits
Elementary Student Teaching Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assis-tance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

Master of Arts in Education/Secondary Teacher Education (Virginia)

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

The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator's responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's professional portfolio.

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

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

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 0 credits

Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credits

Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ 2 credits

The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508 ~ 3 credits

Models, Theories and Strategies for Secondary Education

MTE 523 3 credits

Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ 2 credits

Child and Adolescent Development

Assessment, 3 total credits

MTE 562 ~ 3 credits

Assessment and Evaluation

Secondary Reading, 3 total credits

RDG 542 ~ 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

SEI 500 3 credits

Structured English Immersion

SPE 514 2 credits

Survey of Special Populations

Secondary Methods and Assessment, 3 total credits

MTE 559 3 credits

Curriculum Constructs and Assessment: Secondary Methods

Secondary Elective, 3 total credits

SEI 503 3 credits

Advanced Structured English Immersion Methods

Student Teaching & Field Experience, 8 total credits

SEC 598 ~ 4 credits

Secondary Student Teaching Part A

SEC 599 ~ 4 credits

Secondary Student Teaching Part B

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

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S

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

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 36 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as follows:
Master of Arts in Education
Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years
- Verification of the completion of 100 hours of field experience.

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of "B" (grades of "I" or "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

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

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

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

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

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

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

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

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

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

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.

- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-S

MTE 507 0 credits

Orientation to Teacher Education

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

COM 516 1 credit

Professional Communications

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

MTE 501 2 credits

The Art and Science of Teaching

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

SEC 5083 credits
Models, Theories and Strategies for Secondary Education

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 5233 credits
Maintaining an Effective Learning Climate

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

MTE 506.....2 credits
Child and Adolescent Development

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562.....3 credits
Assessment and Evaluation

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 5423 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

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

SEI 5003 credits
Structured English Immersion

This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SPE 514 2 credits
Survey of Special Populations

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

MTE 559 3 credits
Curriculum Constructs and Assessment: Secondary Methods

This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

SEI 503 3 credits
Advanced Structured English Immersion Methods

This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SEC 598..... 4 credits
Secondary Student Teaching Part A

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 4 credits
Secondary Student Teaching Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Special Education-Cross Categorical (Texas)

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

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program's curriculum includes orientation to the exceptional child, characteristics of exceptionalities, diagnosis and assessment of disabilities, reading and language arts instruction, math instruction, transition planning and collaboration with families. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's electronic portfolio. Students' field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student's area of professional responsibilities and interest. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at <http://www.phoenix.edu/programs/maed-spe>.

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

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Special Education, 3 total credits

SPE 513 ~ 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits

SPE 578 ~ 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 546 ~ 3 credits
Special Education Methods
SPE 575 3 credits
Inclusion Strategies of the Special Educator

Assessment, 3 total credits

SPE 512 ~ 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits

RDG 570 ~ 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Instruction and Management for Special Needs Students, 6 total credits

SPE 591 ~ 3 credits
Characteristics of Exceptionalities
MTE 553 3 credits
Instruction and Assessment of English Language Learners

Student Teaching, 8 total credits

SPE 594 ~ 4 credits
Special Education Student Teaching: Part A
SPE 595 ~ 4 credits
Special Education Student Teaching: Part B

Methods and Assessment, 4 total credits

MTE 533 ~ 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

Candidacy Status for the MAED/SPE

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

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance
 - Successful completion of the Oral Language Proficiency Assessment.

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

Degree Completion Requirements for the MAED/SPE

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as follows:
Master of Arts in Education
Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
 - Passing scores on the designated state content knowledge exam (cross-categorical special education content area specific)
 - Some schools/districts may require candidates to provide verification of immunization and/or TB test results. Candidates must comply with the requirements of the school/district if they wish to work at that location.
 - Verification of the completion of 100 hours of field experience
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

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

Residency Requirements and Course Waivers for the MAED/SPE

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 533, RDG 570, SPE 546, SPE 575, SPE 578, SPE 590, SPE 594, SPE 595

Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Course Descriptions for the MAED/SPE

MTE 507 0 credits

Orientation to Teacher Education

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

COM 516 1 credit

Professional Communications

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

SPE 513 3 credits

Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578 3 credits

Models, Theories and Instructional Strategies for SPE

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SPE 546 3 credits

Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 575 3 credits

Inclusion Strategies of the Special Educator

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 5123 credits
Special Education Assessment and Interpretation

This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

RDG 5704 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

SPE 5913 credits
Characteristics of Exceptionalities

This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.

MTE 5333 credits
Instruction and Assessment of English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

SPE 5944 credits
Special Education Student Teaching: Part A

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 5954 credits
Special Education Student Teaching: Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 5334 credits
Curriculum Constructs & Assessment: Science and Mathematics

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

Master of Arts in Education/Special Education

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

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher.

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

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

Program Category Requirements and Course Selections**Orientation, 0 total credits**

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Special Education, 3 total credits

SPE 513 ~ 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits

SPE 578 ~ 3 credits
Models, Theories and Instructional Strategies for SPE

SPE 546 ~ 3 credits
Special Education Methods

SPE 575 3 credits
Inclusion Strategies of the Special Educator

Assessment, 3 total credits

SPE 512 ~ 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits

RDG 570 ~ 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Instruction and Management for Special Needs Students, 18 total credits

SEI 500 3 credits
Structured English Immersion

SEI 503~ 3 credits
Advanced Structured English Immersion Methods

SPE 531 ~ 3 credits
Characteristics of MR & Developmental Disabilities

SPE 559 ~ 3 credits
Characteristics of Learning Disabilities

SPE 544 ~ 3 credits
Characteristics of Emotional & Behavioral Disorders

SPE 556 ~ 3 credits
Characteristics of Physical & Health Disabilities

Student Teaching, 8 total credits

SPE 594 ~ 4 credits
Special Education Student Teaching: Part A

SPE 595 ~ 4 credits
Special Education Student Teaching: Part B

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

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/SPE

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

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/SPE

- Completion of a minimum of 46 credits. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as follows:
Master of Arts in Education
Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
 - Verification of content knowledge mastery prior to student teaching (PRAXIS or AEPA content exam)
 - Arizona/Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.
 - Verification of the completion of 100 hours of field experience
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

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

Residency Requirements and Course Waivers for the MAED/SPE

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

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

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

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

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

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

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

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

Program	Courses Waived
MAED/TED-E & S	MTE 501 MTE 506, MTE 508
MAED/SPE	MTE 508

Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

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

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Arizona Teaching Intern Certificate Program

The requirements for initial issuance of the teaching intern certificate are:

- A Bachelor's degree or higher from an accredited institution
- A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant's teaching assignment(s)
- Completion of the requirements for a Provisional Structured English Immersion endorsement as prescribed in R7-2-613(J)
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety

Course Descriptions for the MAED/SPE

MTE 507 0 credits

Orientation to Teacher Education

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

COM 516 1 credit

Professional Communications

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

SPE 513 3 credits

Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578 3 credits

Models, Theories and Instructional Strategies for SPE

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SPE 546 3 credits

Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 5753 credits
Inclusion Strategies of the Special Educator

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 5123 credits
Special Education Assessment and Interpretation

This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 5704 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

SEI 5003 credits
Structured English Immersion

This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SEI 5033 credits
Advanced Structured English Immersion Methods

This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 5313 credits
Characteristics of MR & Developmental Disabilities

This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 5593 credits
Characteristics of Learning Disabilities

This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 5443 credits
Characteristics of Emotional & Behavioral Disorders

This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 5563 credits
Characteristics of Physical & Health Disabilities

This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 5944 credits
Special Education Student Teaching: Part A

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 5954 credits
Special Education Student Teaching: Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

Master of Arts in Education/Special Education (Tennessee)

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

Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program's curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student's electronic portfolio. Students' field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student's area of professional responsibilities and interest.

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

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

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Special Education, 3 total credits

SPE 513 ~ 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits

SPE 578 ~ 3 credits
Models, Theories and Instructional Strategies for SPE

SPE 546 ~ 3 credits
Special Education Methods

SPE 575 3 credits
Inclusion Strategies of the Special Educator

Assessment, 3 total credits

SPE 512 ~ 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits

RDG 570 ~ 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Instruction and Management for Special Needs Students, 18 total credits

SEI 500 3 credits
Structured English Immersion

SEI 503~ 3 credits
Advanced Structured English Immersion Methods

SPE 531 ~ 3 credits
Characteristics of MR & Developmental Disabilities

SPE 559 ~ 3 credits
Characteristics of Learning Disabilities

SPE 544 ~ 3 credits
Characteristics of Emotional & Behavioral Disorders

SPE 556 ~ 3 credits
Characteristics of Physical & Health Disabilities

Student Teaching, 8 total credits

SPE 594 ~ 4 credits
Special Education Student Teaching: Part A

SPE 595 ~ 4 credits
Special Education Student Teaching: Part B

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

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/SPE

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

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/SPE

- A minimum of 46 graduate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as follows:
Master of Arts in Education
Special Education

Academic Progression Requirements for the MAED/SPE

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Verification of content knowledge mastery prior to student teaching (PRAXIS or AEPa content exam)
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594 and SPE 595.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/SPE

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

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

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

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

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

Program	Courses Waived
MAED/TED-E & S	MTE 501 MTE 506, MTE 508
MAED/SPE	MTE 508

Field Experience for the MAED/SPE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/SPE

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

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.

- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/SPE

MTE 507..... 0 credits

Orientation to Teacher Education

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

COM 516..... 1 credit

Professional Communications

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

SPE 513..... 3 credits

Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578..... 3 credits

Models, Theories and Instructional Strategies for SPE

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

SPE 5463 credits
Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 5753 credits
Inclusion Strategies of the Special Educator

This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 5123 credits
Special Education Assessment and Interpretation

This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child's abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 5704 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

SEI 5003 credits
Structured English Immersion

This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SEI 5033 credits
Advanced Structured English Immersion Methods

This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona's Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 5313 credits
Characteristics of MR & Developmental Disabilities

This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 5593 credits
Characteristics of Learning Disabilities

This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 5443 credits
Characteristics of Emotional & Behavioral Disorders

This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 5563 credits
Characteristics of Physical & Health Disabilities

This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 5944 credits
Special Education Student Teaching: Part A

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 595 4 credits

Special Education Student Teaching: Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

Master of Arts in Education/Early Childhood Education

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

The Master of Arts in Education (MAED) with a specialization in Early Childhood Education is a graduate degree program preparing candidates for teacher licensure in the field of early childhood (birth to age eight). Candidates for this program have already earned a bachelors degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective early childhood educators. The curriculum is based on state and national standards for early childhood education. It includes theories of early childhood growth and development, the significance of family and cultural diversity for learning, the use of developmentally appropriate practices, assessment techniques, and technology to promote learning. Student teaching is an integral component of the Early Childhood Education Program. It provides students with a field-based experience in two early childhood settings. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor in an early childhood setting that serves children birth through preschool as well as in an early childhood setting that serves children in kindergarten through grade three. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified early childhood educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of observations related to specific course content will be conducted in an early childhood setting that serves children birth through preschool as well as in an early childhood setting that serves children in kindergarten through grade three. Documentation will be maintained in the students professional portfolio.

This program is an Arizona-approved program designed to meet the academic requirements for Arizona certification.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 360-725-6320 or profed@k12.wa.us to determine whether this education program is approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

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

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

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 1 credit
Professional Communications

Foundations of Early Childhood Development, 3 total credits

ECH 506 ~ 3 credits
Introduction to Early Childhood Education

Educational Theories and Models, 6 total credits

ECH 508 ~ 3 credits
Models, Theories and Instructional Strategies for Early Childhood Education

ECH 523 3 credits
Maintaining an Effective Learning Climate

Early Childhood Development, 3 total credits

ECH 513 ~ 3 credits
Growth and Development in Early Childhood

Assessment, 3 total credits

ECH 548 ~ 3 credits
Early Childhood Assessment Strategies

Reading and Literacy, 4 total credits

ECH 538 ~ 4 credits
Methods of Teaching in Early Childhood: Language and Literacy

Special Populations, 8 total credits

SEI 500 3 credits
Structured English Immersion

ECH 514 2 credits
Survey of Special Populations

SEI 503 ~ 3 credits
Advanced Structured English Immersion Methods

Instructional Methods, 10 total credits

ECH 527 ~ 2 credits
Methods of Teaching in Early Childhood: The Arts

ECH 539 ~ 4 credits
Methods of Teaching in Early Childhood: Mathematics and Science

ECH 534 ~ 2 credits
Methods of Teaching in Early Childhood: Social Studies

ECH 526 ~ 2 credits
Methods of Teaching in Early Childhood: Physical Education

Student Teaching, 8 total credits

ECH 598 ~ 4 credits
Early Childhood Student Teaching Part A

ECH 599 ~ 4 credits
Early Childhood Student Teaching Part B

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

Additional Admission Requirements for the MAED/ECH

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/ECH

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

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.
 - Demonstration of basic skills proficiency
 - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/ECH

- Completion of a minimum of 46 credits.
- A minimum of 46 graduate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.

- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma for this program will read as follows:
 - Master of Arts in Education
 - Early Childhood Education

Academic Progression Requirements for the MAED/ECH

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Verification of immunization or TB test results (District specific)
- Verification of content knowledge mastery prior to student teaching (PRAXIS or AEP content exam)
- Arizona/Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.
- Verification of the completion of 100 hours of field experience

Minimum Grade Requirements for the MAED/ECH

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ECH 598, ECH 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/ECH program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/ECH

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

Residency Requirements and Course Waivers for the MAED/ECH

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, ECH 508, ECH 514, ECH 523, ECH 538, ECH 539, ECH 598, ECH 599, MTE 507

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

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

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

Field Experience for the MAED/ECH

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of early childhood developmental levels. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/ECH

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

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

- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
 - Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
 - Student teaching can only be repeated one time.
 - Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
 - Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
 - Candidates enrolled in the MAED/ECH program must student teach in an early childhood setting (Birth -Age 8). Candidates are required to complete two separate student teaching experiences for a total of twelve (12) weeks. Student teaching must include a minimum of six (6) weeks in a teaching setting serving children birth through preschool/pre-kindergarten and a minimum of six (6) weeks in a teaching setting serving children in kindergarten through Grade 3. The birth through preschool/pre-kindergarten student teaching site must be licensed by the Department of Health Services or regulated by tribal or military authorities.
 - Candidates in the MAED/ECH program may not student teach in special education.
 - MAED/ECH candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
 - Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
 - Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
 - Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/ECH

MTE 507.....0 credits

Orientation to Teacher Education

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

COM 5161 credit

Professional Communications

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

ECH 5063 credits

Introduction to Early Childhood Education

This course provides an overview of early childhood education for children, birth through age eight. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.

ECH 508.....3 credits

Models, Theories and Instructional Strategies for Early Childhood Education

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

ECH 5233 credits

Maintaining an Effective Learning Climate

This course examines developmentally effective strategies used in managing a positive classroom environment within the framework of special needs students ages birth to grade three. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, technology integration, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for an early childhood setting.

ECH 513.....3 credits

Growth and Development in Early Childhood

This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of children from birth through age eight. The course discusses both typical and atypical development of young children of diverse cultural backgrounds. It includes observation and activities to guide teachers and caregivers in providing opportunities that support the physical, social, emotional, language, and cognitive development of children from birth through age eight.

ECH 5483 credits

Early Childhood Assessment Strategies

This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.

ECH 5384 credits

Methods of Teaching in Early Childhood: Language and Literacy

This course focuses on children’s language and literacy development from birth to age eight. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally effective assessments are discussed as a means of informing instruction.

SEI 5003 credits

Structured English Immersion

This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

ECH 5142 credits

Survey of Special Populations

This course provides an overview of exceptionality in early childhood education. It focuses on differentiated methods and techniques used for the identification, assessment, and instruction of students ages birth to grade three who have special needs. Historical perspectives and information related to special education law and current policies and practices are examined.

SEI 5033 credits

Advanced Structured English Immersion Methods

This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

ECH 527 2 credits

Methods of Teaching in Early Childhood: The Arts

This course focuses on understanding and using developmentally effective practices to teach and to integrate music, creative movement, dance, drama, and art in early childhood education. Curricular content, modifications, development of hands-on learning experiences, and integration of content area standards are explored. A foundation in effective teaching and assessment methodologies in the early childhood setting is provided.

ECH 539 4 credits

Methods of Teaching in Early Childhood: Mathematics and Science

This course focuses on understanding and using developmentally effective practices to teach and to integrate mathematics and science concepts and skills in early childhood education (birth through age eight). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 534 2 credits

Methods of Teaching in Early Childhood: Social Studies

This course provides a solid foundation in program content and methodology for the teaching of social studies. It explores curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology. Effective instructional methodologies for teaching social studies are addressed.

ECH 526 2 credits

Methods of Teaching in Early Childhood: Physical Education

This course provides a foundation in content and methodology for the teaching of physical education, including movement and health, for children birth through age eight. It focuses on understanding and using developmentally effective practices in teaching and integrating movement, physical activity, and physical education in early childhood settings. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology are explored.

ECH 598 4 credits

Early Childhood Student Teaching Part A

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 599 4 credits

Early Childhood Student Teaching Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on early childhood student teaching classroom experiences.

Master of Arts in Education/Teacher Leadership

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

The Master of Arts in Education program with a specialization in Teacher Leadership is intended for P-12 teachers who define themselves as learners, teachers, and leaders. Teachers become servant leaders who empower themselves and others to directly impact school culture as champions of innovation and facilitators of school improvement, professional development, and student achievement. The program provides advanced knowledge in collaboration, coaching and mentoring, decision making, planning, action research, and evaluation. Graduates will be able to serve their students, colleagues, and communities as ethical leaders committed to excellence.

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

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

Program Requirements

COM 516	1 credit
Professional Communications	
EDL 501	0 credits
Orientation to Teacher Leadership	
EDL 500 ~	3 credits
Personal Leadership	
EDL 505 ~	3 credits
Cultural Competency	
EDL 510	3 credits
Teacher Leadership in a Global Society	
AET 541	3 credits
E-Learning	
EDL 515	3 credits
Organizational Leadership	
EDL 520.....	3 credits
Instructional Leadership	
EDL 525.....	3 credits
Accountability and Evaluation	
EDL 531	3 credits
Mentoring and Coaching	
EDL 535	3 credits
Legal and Ethical Issues in Education	
EDD 581	4 credits
Action Research and Evaluation	

Students must select two electives from the following:

AET 545	3 credits
E-Learning Design Technologies	
AET 550	3 credits
Performance Improvement and Management	
EDA 524.....	3 credits
Supervision of Curriculum, Instruction and Assessment	
EDA 565.....	3 credits
School Improvement Processes	
EDA 575.....	3 credits
Family, Community and Media Relations	
The University reserves the right to modify the Program Requirements.	

Additional Admission Requirements for the MAED/TL

All applicants are expected to meet the following admissions requirements:

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

Degree Completion Requirements for the MAED/TL

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of the action research proposal.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as follows:
Master of Arts in Education Teacher Leadership

Residency Requirements and Course Waivers for the MAED/TL

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

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

The following courses in the Required Course of Study may not be waived: COM 516, EDD 581.

Course Descriptions for the MAED/TL

COM 5161 credit

Professional Communications

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

EDL 5010 credits

Orientation to Teacher Leadership

This course is designed to provide an orientation to the primary components of the Teacher Leadership Program. Students will be introduced to the program's degree completion requirements. Course overviews, field experience, E-Portfolios, and technology resources will be discussed. Check with your local campus to see if this course is necessary.

EDL 5003 credits

Personal Leadership

This course focuses on developing a personal philosophy of leadership. Students engage in self-assessment activities that reveal how individual values and beliefs directly influence personal leadership. Students examine their own organization and stakeholders who may play a role in their journey in school leadership. Aspects of effective communication are also addressed as students explore contemporary leadership theorists and popular beliefs behind organizations and school systems that will help build a foundation for personal growth.

EDL 5053 credits

Cultural Competency

Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates' understanding of teaching and learning through examination of the diverse make-up of today's communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 510..... 3 credits
Teacher Leadership in a Global Society

This course focuses on contemporary theories of school reform and effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles.

Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidate participate in a theoretical and applied learning approach, which incorporates research and reflective writing activities, case studies, self-assessment, and collaborative team projects that are closely aligned with the National Board Professional Teaching Standards.

AET 541..... 3 credits
E-Learning

This course focuses on e-learning for adult learners. Students will apply instructional design techniques, learning theory, and technical tools to propose appropriate e-learning solutions to knowledge gaps and performance challenges.

EDL 515..... 3 credits
Organizational Leadership

This course focuses on the principles of organizational leadership. It examines the origins and components of effective organizations, as well as frames of leadership. Candidates apply their knowledge of these frames in reflecting on their organization. Additionally, they learn the skills to reframe their organization, provide leadership in turbulent times, and become agents and advocates of change.

EDL 520..... 3 credits
Instructional Leadership

This course is designed to provide professional teachers an introduction to instructional leadership. Candidates utilize an instrument of self-assessment and explore opportunities for leadership with reference to theoretical and practical aspects of school improvement. Candidates create a leadership plan that outlines long-term and short-term goals for continuous development of their leadership skills. In addition, they evaluate instructional practices, determine the effectiveness of teaching within the school curriculum, and propose appropriate strategies to improve instructional performance as outlined in research and theory as "best practices."

EDL 525..... 3 credits
Accountability and Evaluation

This course is designed to provide teacher leaders with an understanding of assessment, evaluation, and accountability components that are necessary to analyze curriculum, educational resources, test data and current accountability regulations. Students will apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction.

EDL 531..... 3 credits
Mentoring and Coaching

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

EDL 535..... 3 credits
Legal and Ethical Issues in Education

This course provides teacher leaders with the opportunity to examine current legal and ethical issues in the educational setting. Legal and ethical issues will be identified through action research activities covering current laws, policies and politics, moral issues, academic integrity, privacy and confidentiality, legal issues involved in grant writing and discrimination and equal protection. These issues will be analyzed and discussed to determine how teacher leaders will be able to provide support to teachers and students with the purpose of improving current educational practices.

EDD 581..... 4 credits
Action Research and Evaluation

This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

AET 545..... 3 credits
E-Learning Design Technologies

This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboarding, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

AET 550..... 3 credits
Performance Improvement and Management

This course provides learners with an overview of performance improvement principles. Learners identify and analyze organizational performance gaps, create learning interventions to diminish those gaps, and evaluate training using Kirkpatrick's four levels.

EDA 524..... 3 credits
Supervision of Curriculum, Instruction and Assessment

This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

EDA 565.....3 credits
School Improvement Processes

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

EDA 575.....3 credits
Family, Community and Media Relations

This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs, establishing reciprocal relationships, the use of conflict resolution and decision making tools, and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

Master of Arts in Education/Educational Studies

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

The Master of Arts in Education/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

***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.

Program Category Requirements for the MAED/ES

Students must select one course from each Elective category selection below to complete the 6 credit requirement:

Elective One, 3 total credits

- AET 5053 credits
Foundations of Adult Education and Training
- AET 5103 credits
Critical Issues and Trends in Adult Education and Training
- AET 5453 credits
E-Learning Design Technologies
- AET 5553 credits
Overview of the Community College

Elective Two, 3 total credits

- EDL 5003 credits
Personal Leadership
 - EDL 5103 credits
Teacher Leadership in a Global Society
 - EDL 5313 credits
Mentoring and Coaching
 - EDL 5203 credits
Instructional Leadership
- The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/ES

Applicants are expected to meet all admissions requirements:

- Applicants enrolling in this program must meet all admission requirements from their University of Phoenix previous pre-licensure program.
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH
Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.
- Applicants to this program must have completed all coursework from their University of Phoenix previous pre-licensure program with the exception of both Student Teaching courses.
- Students will be eligible for admission to the MAED/ES program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than six and a half (6.5) years in the past. Applicants must be able to complete all requirements of the degree within 7 years of the Enrollment Agreement sign date of the previous pre-licensure program.

Degree Completion Requirements for the MAED/ES

- Completion of a minimum of 32 credits to earn a university degree.
- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University.
- The diploma awarded for this program will read as follows:
Master of Arts in Education
Educational Studies

Residency Requirement for the MAED/ES

Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits must be completed in order to meet residency.

Course Descriptions for the MAED/ES

AET 505..... 3 credits

Foundations of Adult Education and Training

This course focuses on the principles of adult learning and andragogical theory. It addresses the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Additionally, the course investigates factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics.

AET 510..... 3 credits

Critical Issues and Trends in Adult Education and Training

This course explores trends, issues, and innovative programs in adult education and training. It focuses on the demographics of adult learners and on the implications of diversity for instruction. Learners examine political, cultural, social, and ethical issues that impact adult education and training. The course also examines these issues within an historical context.

AET 545..... 3 credits

E-Learning Design Technologies

This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboarding, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

AET 555..... 3 credits

Overview of the Community College

This course provides an overview of the community college. It examines global, national, and local perspectives of the community college. The course also examines the history and development, mission and purpose, functions, governance and organization, and trends and issues of community colleges.

EDL 500..... 3 credits

Personal Leadership

This course focuses on developing a personal philosophy of leadership. Students engage in self-assessment activities that reveal how individual values and beliefs directly influence personal leadership. Students examine their own organization and stakeholders who may play a role in their journey in school leadership. Aspects of effective communication are also addressed as students explore contemporary leadership theorists and popular beliefs behind organizations and school systems that will help build a foundation for personal growth.

EDL 510..... 3 credits

Teacher Leadership in a Global Society

This course focuses on contemporary theories of school reform and effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles.

Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidate participate in a theoretical and applied learning approach, which incorporates research and reflective writing activities, case studies, self-assessment, and collaborative team projects that are closely aligned with the National Board Professional Teaching Standards.

EDL 531..... 3 credits

Mentoring and Coaching

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

EDL 520..... 3 credits

Instructional Leadership

This course is designed to provide professional teachers an introduction to instructional leadership. Candidates utilize an instrument of self-assessment and explore opportunities for leadership with reference to theoretical and practical aspects of school improvement. Candidates create a leadership plan that outlines long-term and short-term goals for continuous development of their leadership skills. In addition, they evaluate instructional practices, determine the effectiveness of teaching within the school curriculum, and propose appropriate strategies to improve instructional performance as outlined in research and theory as "best practices."

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SCHOOL OF ADVANCED STUDIES

Admission Requirements

Most doctoral programs have additional admission requirements listed within the program specific information. All applicants to doctoral programs must meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
 - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
 - or-
 - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
 - or-
 - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
 - or-
 - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
 - or-
 - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
 - or-
 - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
 - The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
 - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
 - The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
 - The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
 - The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
 - The applicant has completed four years of active duty service in a branch of the United States military or the United States Coast Guard as verified by appropriate paperwork.
 - Applicants (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.
 - Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.
 - Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A completed and signed graduate application and application fee
 - A signed current Hardware/Software agreement verifying Internet access and multimedia equipped computer.
 - Access to a research library.
 - A signed Enrollment/Disclosure Agreement.
- Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.
- Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.
 - Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.
- Students attending a local campus in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to University Services.

- Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.
- Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR immunization requirement may be granted for the following reasons:

- A medical exemption may be granted to specific vaccines.
 - A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
 - The physician must state the length of time during which the vaccine would endanger the student's health or life.
 - The exemption certification must be signed by the physician on the physician's printed stationery.
- A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization.

- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
- A copy of each exemption must be kept in the student's health record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

- The student was born before January 1, 1957 (applicable to MMR vaccine only).
- The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)
- The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
- The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
- The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
- The student has submitted a statement that immunization is contrary to his/her religious beliefs.
- The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

Educational Specialist

The following Educational Specialist (Ed.S) 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. 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 Educational Specialist program (Ed.S) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions. The Educational Specialist program degree is consistent with the University's mission to develop the knowledge and skills that will enable learners to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. The program is designed to emphasize leadership and to focus on a specialization in Curriculum and Instruction.

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/eds>.

Ed.S Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. All general academic policies of the University of Phoenix are applicable.

COM 705	1 credit
Communication Strategies	
CUR 712 ~	3 credits
Curriculum Theory	
EDD 721 ~	3 credits
Planning and Leading Change	
EDD 722 ~	3 credits
The Legal Context of Education	
EDD 723 ~	3 credits
Ethics and Values in Learning Organizations	
CUR 721 ~	3 credits
Curriculum Design	
CUR 722 ~	3 credits
Instructional Models	
EDD 731 ~	3 credits
The Economics of Education	
EDD 733 ~	3 credits
Evaluation and Assessment Methods	
CUR 731 ~	3 credits
Supervision of Curriculum and Instruction	

EDS 799 ~

3 credits

Educational Specialist Capstone

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

Additional Admission Requirements for the Ed.S

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in an education or related position is required for admission.

Degree Requirements for the Ed.S

Educational Specialist students must meet the following degree requirements:

- A minimum of 31 doctorate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Completion of the graduation information packet.
- Students must satisfy all credits and non-credit bearing activities prior to commencement eligibility.

Academic Progression Requirements for the Ed.S

Educational Specialist students are subject to the following academic progression requirements:

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who miss or must withdraw from a course may complete the course via directed study, if available. All maximum enrollment policies apply. This option will only be available three times (9 credits) and applies only to online courses. However, some courses may not be suitable or available for directed study, and all directed studies must have the approval of the Doctoral Program Chair.
- Any student who earns a course grade of "C+" or below must repeat that course. If a student who is not on academic probation earns a "C+" or below, that student must repeat the course and earn a grade of "B-" or better. If a student who is on academic probation earns a "C+" or below, that student must repeat the course again and earn a grade of "B" or better.
- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.

- Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of "B" in each course.
- Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.
- Students in the Doctor of Education in Educational Leadership (EdD) program, due to extenuating personal circumstances, may transfer their credits into the Educational Specialist program.
- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.

Residency Requirements for the Ed.S

Educational Specialist students must meet the following residency requirements:

- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students may not waive any of the following courses: COM 705 and EDS 799

In order to waive a course in the EDS program, students must have completed a previous course that meets the following criteria:

- The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be a doctoral-level course. 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 ED.S

COM 7051 credit

Communication Strategies

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

CUR 7123 credits

Curriculum Theory

This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorist and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

EDD 7213 credits

Planning and Leading Change

This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

EDD 7223 credits

The Legal Context of Education

This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case law and specific pieces of education legislation are reviewed.

EDD 7233 credits

Ethics and Values in Learning Organizations

The ethics and value-based decisions that learning organizations are faced with are explored in depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.

CUR 7213 credits

Curriculum Design

In this course, learners focus on the creation of systemic models of curriculum development, including consideration of schedule, structure, stakeholder involvement, and end products. Learners will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.

CUR 7223 credits

Instructional Models

This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs and staff development are of special focus.

EDD 7313 credits

The Economics of Education

The principles and theories of the economics of education are examined. The role that Federal, state, and local government play in the economics of education is explored in depth. Key topics include budget management, grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.

EDD 733 3 credits

Evaluation and Assessment Methods

This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes-based assessment, institutional research, and staff and faculty evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.

CUR 731 3 credits

Supervision of Curriculum and Instruction

This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

EDS 799 3 credits

Educational Specialist Capstone

The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

Doctor of Management in Organizational Leadership

The following Doctor of Management in Organizational Leadership (DM) 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 Doctor of Management in Organizational Leadership degree program, offered by University of Phoenix, provides learners who hold a professional Master’s degree a means of exploring their personal readiness to become leaders in their professions or current organizations. Learners gain a mastery of leadership literature and demonstrate their competence by applying what they learn to current organizational environments. They also:

- Recognize leadership as a process promoting action in service of self, organization, community, and the planet.
- Apply leadership models to promote global and social responsibility.
- Critically analyze the validity and value of research.
- Make original scholarly contributions by researching real-world problems and issues in organizational management.
- Critically examine the philosophical foundations of organizations and leadership.
- Identify personal leadership philosophies and philosophies of knowledge and their applications to organizations.
- Create learning organizations outside of contemporary paradigms utilizing optimal design theories.
- Create an environment that produces core competent, inter-culturally sophisticated leaders.

- Create an environment that nurtures effective cross-functional, continually enhanced human capital prepared to meet the demands of strategic organizational success.

The DM program creates a perfect opportunity for mid-career professionals to refresh and recreate their commitment to the tasks required of organizational leaders. Learners will think deeply about the current state of organizations and their leadership; create imaginative, new models from what is learned; and contribute new knowledge to the profession and society.

The DM program has a 68-credit requirement that incorporates both residency and online modalities of instruction. The majority of the program will be delivered in a virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into the preparation of a final research study. Additionally, in the year three residency, learners will apply their knowledge to a comprehensive, collaborative case study. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DM degree is the successful completion and oral defense of a significant, substantial, and independently completed research study. The study provides the learner an opportunity to demonstrate mastery of the germinal and current literature in the field and to reflect competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the learner’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing them.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

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/dm>.

DM Program Category Requirements

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

Doctoral Foundations, 4 total credits

COM 705	1 credit
Communication Strategies	
SEM 700R ~	0 credits
Doctoral Program Orientation Seminar	
LDR 711A ~	3 credits
Leadership Theory and Practice	

Foundations in Management and Organizational Leadership, 12 total credits

PHL 716 ~	3 credits
Knowledge Theory and Practice	
PHL 717 ~	3 credits
Constructing Meaning	
ORG 716 ~	3 credits
Organizational Theory and Design	
MGT 716 ~	3 credits
Management Philosophies	

Research Foundations, 6 total credits

RES 711 ~	3 credits
Fundamental Principles of Sound Research	
RES 722A ~	3 credits
Research Design	

Advanced Research Design, 3 total credits

RES 723 ~	3 credits
Advanced Statistical Research Methods and Design	
RES 724 ~	3 credits
Qualitative Methods and Design	

Theory and Practice of Management and Organization Leadership, 12 total credits

LDR 726 ~	3 credits
The Dynamics of Group and Team Leadership	
ORG 726 ~	3 credits
The Impact of Technology on Organizations	
MGT 726 ~	3 credits
Emerging Managerial Practices	
ORG 727 ~	3 credits
Organizational Diagnosis and Intervention	

Doctoral Residencies, 10 total credits

PHL 700R ~	3 credits
Creative and Critical Thinking	
DOC 721R ~	2 credits
Doctoral Seminar I	
DOC 731R ~	3 credits
Collaborative Case Study	
DOC 732R ~	2 credits
Doctoral Seminar III	
DOC 740R	0 credits
Annual Renewal Residency	

Advanced Inquiry in Management and Organizational Leadership, 9 total credits

PHL 736 ~	3 credits
Political Acumen and Ethics	
MGT 736 ~	3 credits
Contemporary Systems Management	
LDR 736 ~	3 credits
Architecture of Leadership	

Advanced Research Analysis, 3 total credits

RES 725 ~	3 credits
Descriptive and Comparative Data Analysis	
RES 726 ~	3 credits
Correlational Methods of Analysis	
RES 727 ~	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728 ~	3 credits
Qualitative Case Study	
RES 729 ~	3 credits
Ethnomethodology and the Study of Culture	
RES 745 ~	3 credits
Grounded Theory Methods	
RES 746 ~	3 credits
Mixed Methods	

Dissertation, 9 total credits

DOC 722 ~	3 credits
Doctoral Seminar II	
DOC 733 ~	3 credits
Doctoral Dissertation	
DOC 734 ~	3 credits
Doctoral Project IV	

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~	3 credits
Doctoral Dissertation	
DOC 734 A and B~	3 credits
Doctoral Project IV	

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the DM

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LL.M). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) college credits in research methods, statistics or scientific reasoning with a grade of "c" or better.
- Current or a record of past employment in leadership of people or processes is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Academic Progression Requirements for the DM

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
 - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Scholastic Disqualification for the DM

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the DM

Students must meet the following residency requirements:

- Completion of physical residencies.
 - Five-day residency at the beginning of the program.
 - Three-day residency at the beginning of year two.
 - Eight-day residency at the beginning of year three.
 - If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
- Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, LDR 736, PHL 700R, RES 722A, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
- The dissertation may not be waived.

Degree Requirements for the DM

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Management and will not reflect the specialization. Specializations are reflected on the transcript only.

Course Descriptions for the DM

COM 7051 credit

Communication Strategies

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

SEM 700R0 credits

Doctoral Program Orientation Seminar

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

LDR 711A3 credits

Leadership Theory and Practice

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

PHL 7163 credits

Knowledge of Theory and Practice

Upon completion of this course, learners will understand the purpose of inquiry and the wide spectrum of intellectual resources. Learners will clarify their individual philosophies regarding the definition, purpose, acquisition, and application of knowledge. The course provides an overview of the various theoretical frameworks for examining the nature of knowledge and cognition and the applications of knowledge as manifested in various fields of human endeavor. It will orient learners toward identifying their true goals in pursuing the doctoral program, as well as the methods by which they may achieve these goals.

PHL 7173 credits

Constructing Meaning

The postmodern world is an amalgam of our beliefs, physical sensory interpretations, psychological projections of our wants/needs/fantasies, a cultural interpretation of existence/meaning/purpose, a moral sense of right and wrong, a religious or spiritual interpretation of responsibility, and the sense of the relationship we have to each other. Learners explore the concept of postmodernism through the writings of some of the classic thinkers. Learners will also undertake an examination of the way they personally construct their world - what it means and what is meaningful at a personal level, with some insight into why that is the case for them. This information will be explored and learners will use this to inform their leadership behavior and explain their style.

ORG 7163 credits

Organizational Theory and Design

Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to apply organizational theories systematically to enrich existing models or develop new models to increase performance and effectiveness.

MGT 7163 credits

Management Philosophies

Upon completion of this course, learners will be prepared to employ a research-based approach to investigate the body of knowledge relating to scientific management philosophies from their recorded origins to current day applications. Learners will analyze and evaluate the evolution of management theory within historical timeframes with incremental assessments of the success or failures to optimize resources to attain performance excellence in a customer-centered organization.

RES 7113 credits

Fundamental Principles of Sound Research

RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A 3 credits

Research Design

This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 723 3 credits

Advanced Statistical Research Methods and Design

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

RES 724 3 credits

Qualitative Methods and Design

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

LDR 726 3 credits

The Dynamics of Group and Team Leadership

Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.

ORG 726 3 credits

The Impact of Technology on Organizations

Upon completion of this course, learners will be prepared to evaluate the organizational relationship among technology, structure, and behavior. Additionally, learners will be prepared to balance the advantages and disadvantages of integrating technologies.

MGT 726 3 credits

Emerging Managerial Practices

Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.

ORG 727 3 credits

Organizational Diagnosis and Intervention

Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.

PHL 700R 3 credits

Creative and Critical Thinking

This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R 2 credits

Doctoral Seminar I

This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R 3 credits

Collaborative Case Study

This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R 2 credits

Doctoral Seminar III

This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R 0 credit

Annual Renewal Residency

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

PHL 736 3 credits

Political Acumen and Ethics

Upon completion of this course, learners will possess an insight into how leaders address current and future impacts on society and how leaders influence organizational commitment toward proactively addressing risk factors as well as legal, regulatory, and governmental requirements. Topics include public responsibility, organizational community involvement, and attaining and maintaining American corporation ethical standards in local and global environments.

MGT 7363 credits

Contemporary Systems Management

Upon completion of this course, learners will be prepared to manage and lead complex organizations through strategic decision making, resulting in business plans. Learners focus on extended systems and theoretical and practical frameworks for systematically managing organizations.

LDR 7363 credits

Architecture of Leadership

Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short-term and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.

RES 7253 credits

Descriptive and Comparative Data Analysis

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

RES 7263 credits

Correlational Methods of Analysis

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

RES 7273 credits

Approaches to Phenomenological Inquiry and Data Analysis

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

RES 7283 credits

Qualitative Case Study

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

RES 7293 credits

Ethnomethodology and the Study of Culture

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

RES 7453 credits

Grounded Theory Methods

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

RES 7463 credits

Mixed Methods

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

DOC 7223 credits

Doctoral Seminar II

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 3 credits

Doctoral Dissertation

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 3 credits

Doctoral Project IV

This is the final course in the program's sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A 3 credits

Doctoral Dissertation

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B 3 credits

Doctoral Dissertation

This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Business Administration

The following Doctor of Business Administration (DBA) 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 Doctor of Business Administration (DBA) degree program, offered by University of Phoenix, provides learners who hold a professional Master's degree a means of exploring their personal readiness to become senior leaders in management professions. Learners gain a mastery of business administration literature and demonstrate their competence by applying this knowledge to current business environments.

Graduates with a Doctorate in Business Administration will be able to:

- Identify, research alternatives to, and solve business problems with the highest value-adding solutions.
- Perform systems-based, financially justified analysis and research operations issues and technology-enabled opportunities in a global, market-based economy.
- Demonstrate business knowledge, and be recognized as a business subject expert.
- Formulate and re-design industry rules and standards.

As the global information economy evolves, organizations are becoming increasingly complex and innovative, with organizational models and practices becoming crucial for successfully addressing this complexity. Consequently, leadership in this environment requires higher, more sophisticated levels of knowledge and skills. The DBA program is designed to serve this need by providing doctoral-level education to professional practitioners in business and management.

The DBA program has a 68-credit requirement that incorporates both residency and online modalities of instruction. The majority of the program will be delivered in a virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into the preparation of a final research study. Additionally, in the Year Three residency, learners will apply their knowledge to a comprehensive, collaborative case study. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DBA degree is the successful completion and oral defense of a significant, substantial, and independently completed research study that adds new information to the body of business management knowledge. The study provides the learner an opportunity to demonstrate mastery of the germinal and current literature in the field and to reflect competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program's curriculum is designed to develop the learner's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

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/dba>.

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

DBA Program Category Requirements

Doctoral Foundations, 4 total credits

COM 705	1 credit
Communication Strategies	
SEM 700R ~	0 credits
Doctoral Program Orientation Seminar	
LDR 711A ~	3 credits
Leadership Theory and Practice	

Foundations in Business Administration, 12 total credits

FIN 711 ~	3 credits
Financial Measures of Value Added	
ORG 711 ~	3 credits
21st Century Issues in Organizational Behavior I	
MGT 711 ~	3 credits
Strategic Opportunities in an Internet-based Global Economy	
MKT 711 ~	3 credits
Marketing and Managing the Customer Relationship	

Research Foundations, 6 total credits

RES 711 ~	3 credits
Fundamental Principles of Sound Research	
RES 722A ~	3 credits
Research Design	

Advanced Research Design, 3 total credits

RES 723 ~	3 credits
Advanced Statistical Research Methods and Design	
RES 724 ~	3 credits
Qualitative Methods and Design	

Issues in Advanced Business Leadership, 12 total credits

LDR 721 ~	3 credits
Ethical Leadership and the Legal Landscape	
BUS 721 ~	3 credits
Issues in Optimizing Operations	
MGT 721 ~	3 credits
Managing the Risks in a Global Environment	
ORG 721 ~	3 credits
21st Century Issues in Organizational Behavior II	

Doctoral Residencies, 10 total credits

PHL 700R ~	3 credits
Creative and Critical Thinking	
DOC 721R ~	2 credits
Doctoral Seminar I	
DOC 731R ~	3 credits
Collaborative Case Study	
DOC 732R ~	2 credits
Doctoral Seminar III	
DOC 740R	0 credits
Annual Renewal Residency	

Advanced Inquiry in Business Analysis and Leadership, 9 total credits

LDR 731 ~	3 credits
Contemporary Issues in Leadership	
BUS 731 ~	3 credits
Transforming the Business I	
BUS 732 ~	3 credits
Transforming the Business II	

Advanced Research Analysis, 3 total credits

RES 725 ~	3 credits
Descriptive and Comparative Data Analysis	
RES 726 ~	3 credits
Correlational Methods of Analysis	
RES 727 ~	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728 ~	3 credits
Qualitative Case Study	
RES 729 ~	3 credits
Ethnomethodological Analyses and the Study of Culture	
RES 745 ~	3 credits
Grounded Theory Methods	
RES 746 ~	3 credits
Mixed Methods	

Dissertation, 9 total credits

DOC 722 ~	3 credits
Doctoral Seminar II	
DOC 733 ~	3 credits
Doctoral Dissertation	
DOC 734 ~	3 credits
Doctoral Project IV	

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~ 3 credits

Doctoral Dissertation

DOC 734 A and B~ 3 credits

Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met.

In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule.

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

Additional Admission Requirements for the DBA

All applicants are expected to meet the following admissions requirements:

- A graduate degree in business, management or business administration from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students who do not have a graduate degree in either business, management or administration may be admitted if they meet all other requirements for admission and have official transcripts listing three (3) credits in each of the following subjects from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent recognized foreign institution:
 - Finance for Managerial Decision Making
 - Human Relations and Organizational Behavior
 - Marketing Management
 - Strategy Formulation and Implementation
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Degree Requirements for the DBA

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Business Administration.

Academic Progression for the DBA

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
 - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.

- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Minimum Grade Requirements for the DBA

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.0 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the DBA

Students must meet the following residency requirements:

- Completion of physical residencies:
 - Five-day residency at the beginning of the program.
 - Three-day residency at the beginning of year two.
 - Eight-day residency at the beginning of year three.
 - If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
- Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: BUS 731, BUS 732, COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
- The dissertation may not be waived.

Course Descriptions for the DBA

COM 7051 credit

Communication Strategies

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

SEM 700R0 credits

Doctoral Program Orientation Seminar

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

LDR 711A3 credits

Leadership Theory and Practice

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

FIN 7113 credits

Financial Measures of Value Added

This course explores and evaluates research on how businesses measure and could modify their measure of financial value in order to improve decision making. Topics include treatment of non-traditional balance sheet items (e.g. knowledge capital), mergers and acquisitions and how to predict success, conditions for successful joint ventures, marketplace valuation of equity, and small to mid-size business' access to contemporary capital markets.

ORG 7113 credits

21st Century Issues in Organizational Behavior I

This course evaluates research on issues that organizations face in optimizing their performance. Topics include how an organization "selects" the form that best fits its mission and culture, organizational learning, and inhibitors to performance.

MGT 711..... 3 credits

Strategic Opportunities in an Internet-Based Global Economy

This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business models and the macroeconomic environment that contributes to the success of business strategy.

MKT 711..... 3 credits

Marketing and Managing the Customer Relationship

This course evaluates how decision makers manage their relationship with their customers and apply their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, and the role of Internet-based customer information.

RES 711 3 credits

Fundamental Principles of Sound Research

RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A 3 credits

Research Design

This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 723 3 credits

Advanced Statistical Research Methods and Design

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

RES 724 3 credits

Qualitative Methods and Design

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

LDR 721 3 credits

Ethical Leadership and the Legal Landscape

This course evaluates research on how legal environments in the global economy shape decision making and the ethical issues that emerge from disparate legal systems and practices. This course will specifically address practices legal in a subsidiary country but in violation of the corporation's ethical standards.

BUS 721 3 credits

Issues in Optimizing Operations

This course evaluates research on how businesses adopt approaches to optimizing their operations and the conditions under which these lead to success. Topics include how an organization adopts best practices, the predictors for a successful quality management program, and the role of project management.

MGT 721 3 credits

Managing the Risks in a Global Environment

This course evaluates alternative practices to manage risk in a global environment. Topics include measuring risk (economics, financial, political, etc.), creating tools to predict where to invest internationally, financial instruments of global investment, and techniques to mitigate risk.

ORG 721 3 credits

21st Century Issues in Organizational Behavior II

This course continues research on issues that organizations face in optimizing their performance. Topics include how organizations develop a culture and set of political rules that define behavior within it, virtual teams, translating culture within a global organization, and conditions that predict success or failure for an organization that expands its mission.

PHL 700R 3 credits

Creative and Critical Thinking

This course challenges the learner to become a creative leader / problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R 2 credits

Doctoral Seminar I

This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R..... 3 credits

Collaborative Case Study

This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R2 credits

Doctoral Seminar III

This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R0 credit

Annual Renewal Residency

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

LDR 7313 credits

Contemporary Issues in Leadership

This course explores the successes and controversial issues surrounding how and why senior leaders set and deploy organizational values, short- and long-term directions, and performance expectations that create a balanced value. The focus is on business results that encompass organizational learning, stakeholder satisfaction, overall budgetary, financial, and market performance.

BUS 7313 credits

Transforming the Business I

This course requires the learner to integrate all previous learning by identifying and solving organizational problems and recommending new business models that will increase organizational performance. The outcome of this course will be delivered in Transforming the Business II.

BUS 7323 credits

Transforming the Business II

This course requires the learner to integrate all previous learning by identifying and solving organizational problems and recommending new business models that will increase organizational performance. The outcome of this course will be a continuation of Transforming the Business I.

RES7253 credits

Descriptive and Comparative Data Analysis

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

RES 7263 credits

Correlational Methods of Analysis

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

RES 7273 credits

Approaches to Phenomenological Inquiry and Data Analysis

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

RES 7283 credits

Qualitative Case Study

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

RES 7293 credits

Ethnomethodology and the Study of Culture

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

RES 7453 credits

Grounded Theory Methods

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

RES 746 3 credits

Mixed Methods

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

DOC 722 3 credits

Doctoral Seminar II

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner's prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 3 credits

Doctoral Dissertation

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 3 credits

Doctoral Project IV

This is the final course in the program's sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A 3 credits

Doctoral Dissertation

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B 3 credits

Doctoral Dissertation

This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Education in Educational Leadership

The following Doctor of Education in Educational Leadership (EdD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residency. 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 Doctor of Education in Educational Leadership (Ed.D.) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions.

The Doctor of Education in Educational Leadership degree is consistent with the University's mission to educate working adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. The program is designed to emphasize leadership and to focus on applied research that improves educational environments.

Program Goals

Graduates of the Doctor of Education in Educational Leadership program will be able to:

- Utilize and conduct research to evaluate and improve instructional and organizational processes.
- Provide instructional leadership to support and enhance the educational process.
- Incorporate knowledge of social, historical, and political theories and processes in educational decision making.
- Lead and manage the educational organization through transformation inherent in contemporary society.

At no time in history has the need for quality education been greater. At the same time, educators face challenges unlike those faced by their predecessors. They must facilitate learning in culturally diverse classrooms; prepare students for jobs in a global, information-based economy; manage their classrooms, schools, and systems effectively and efficiently in the face of severe funding pressures; and produce all the other outcomes traditionally expected from educational institutions. It is clear that as the education system works its way through this period of radical change, leaders are needed who are capable of dealing with complexity in creative ways.

Professional practice in this environment will require more sophisticated educational preparation for greater numbers of practitioners.

The Ed.D. program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Additionally, in the Year Three residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University's vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ed.D degree is the successful completion and oral defense of a significant, substantial, and independently completed doctoral dissertation that adds new information to the body of educational leadership knowledge. The dissertation provides the learner an opportunity to demonstrate mastery of the germinal and current literature in the field and express their competence in applying learning to actual educational issues. To ensure the quality of this effort, the program's curriculum is designed to develop the student's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

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/edd>.

EdD Program Category Requirements

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

Doctoral Foundations, 4 total credits

COM 705	1 credit
Communication Strategies	
SEM 700R ~	0 credits
Doctoral Program Orientation Seminar	
LDR 711A ~	3 credits
Leadership Theory and Practice	

Foundations in Education, 12 total credits

EDD 711 ~	3 credits
Social Contexts and Contemporary Issues	
EDD 712 ~	3 credits
Leadership in Contemporary Organizations	
EDD 713 ~	3 credits
Lifelong Learning: Leadership in the Educational Continuum	
EDD 714 ~	3 credits
Comparative Models of Educational Environments	

Research Foundations, 6 total credits

RES 711 ~	3 credits
Fundamental Principles of Sound Research	
RES 722A ~	3 credits
Research Design	

Advanced Research Design, 3 total credits

RES 723 ~	3 credits
Advanced Statistical Research Methods and Design	
RES 724 ~	3 credits
Qualitative Methods and Design	

Ethics, Leadership, and Values in Education, 12 total credits

EDD 721 ~	3 credits
Planning and Leading Change	
EDD 722 ~	3 credits
The Legal Context of Education	
EDD 723 ~	3 credits
Ethics and Values in Learning Organizations	
EDD 724 ~	3 credits
Instructional Leadership	

Doctoral Residencies, 10 total credits

PHL 700R ~	3 credits
Creative and Critical Thinking	
DOC 721R ~	2 credits
Doctoral Seminar I	
DOC 731R ~	3 credits
Collaborative Case Study	
DOC 732R ~	2 credits
Doctoral Seminar III	
DOC 740R	0 credits
Annual Renewal Residency	

Advanced Inquiry in Education, 9 total credits

EDD 731 ~	3 credits
The Economics of Education	
EDD 732 ~	3 credits
Contemporary Policy Analysis and Development	
EDD 733 ~	3 credits
Evaluation and Assessment Methods	

Advanced Research Analysis, 3 total credits

RES 725 ~	3 credits
Descriptive and Comparative Data Analysis	
RES 726 ~	3 credits
Correlational Methods of Analysis	
RES 727 ~	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728 ~	3 credits
Qualitative Case Study	
RES 729 ~	3 credits
Ethnomethodology and the Study of Culture	
RES 745 ~	3 credits
Grounded Theory Methods	
RES 746 ~	3 credits
Mixed Methods	

Dissertation, 9 total credits

DOC 722 ~	3 credits
Doctoral Seminar II	
DOC 733 ~	3 credits
Doctoral Dissertation	
DOC 734 ~	3 credits
Doctoral Project IV	

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~	3 credits
Doctoral Dissertation	
DOC 734 A and B~	3 credits
Doctoral Project IV	

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the EdD

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LL.M). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Academic Progression Requirements for the EdD

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
 - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Minimum Grade Requirements for the EdD

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Degree Requirements for the EdD

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Education.

Residency Requirements and Course Waivers for the EdD

Students must meet the following residency requirements:

- Completion of physical residencies.
 - Five-day residency at the beginning of the program.
 - Three-day residency at the beginning of year two.
 - Eight-day residency at the beginning of year three.
 - If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.

- Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
- The dissertation may not be waived.

Course Descriptions for the EdD

COM 7051 credit

Communication Strategies

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

SEM 700R0 credits

Doctoral Program Orientation Seminar

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

LDR 711A3 credits

Leadership Theory and Practice

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

EDD 711 3 credits

Social Contexts and Contemporary Issues

This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

EDD 712 3 credits

Leadership in Contemporary Organizations

This course explores organization theory, culture, and change. The influence of leadership on the organization is examined in depth. The different functions of administration, management, and leadership are of focus.

EDD 713 3 credits

Lifelong Learning: Leadership in the Educational Continuum

The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, specifically adult learning, are examined. The role that P-12 education, higher education, corporate education/training, and the military play in instilling a belief in lifelong learning is of focus.

EDD 714 3 credits

Comparative Models of Educational Environments

This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adult learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

RES 711 3 credits

Fundamental Principles of Sound Research

RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A 3 credits

Research Design

This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 723 3 credits

Advanced Statistical Research Methods and Design

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

RES 724 3 credits

Qualitative Methods and Design

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

EDD 721 3 credits

Planning and Leading Change

This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

EDD 722 3 credits

The Legal Context of Education

This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case law and specific pieces of education legislation are reviewed.

EDD 723 3 credits

Ethics and Values in Learning Organizations

The ethics and value-based decisions that learning organizations are faced with are explored in depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.

EDD 724 3 credits

Instructional Leadership

This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus.

PHL 700R 3 credits

Creative and Critical Thinking

This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R2 credits

Doctoral Seminar I

This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R3 credits

Collaborative Case Study

This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R2 credits

Doctoral Seminar III

This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R0 credit

Annual Renewal Residency

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

EDD 7313 credits

The Economics of Education

The principles and theories of the economics of education are examined. The role that Federal, state, and local government play in the economics of education is explored in depth. Key topics include budget management, grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.

EDD 7323 credits

Contemporary Policy Analysis and Development

This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.

EDD 7333 credits

Evaluation and Assessment Methods

This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes-based assessment, institutional research, and staff and faculty evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.

RES 7253 credits

Descriptive and Comparative Data Analysis

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

RES 7263 credits

Correlational Methods of Analysis

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

RES 7273 credits

Approaches to Phenomenological Inquiry and Data Analysis

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

RES 7283 credits

Qualitative Case Study

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

RES 729 3 credits

Ethnomethodology and the Study of Culture

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

RES 745 3 credits

Grounded Theory Methods

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

RES 746 3 credits

Mixed Methods

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

DOC 722 3 credits

Doctoral Seminar II

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner's prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 3 credits

Doctoral Dissertation

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 3 credits

Doctoral Project IV

This is the final course in the program's sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A 3 credits

Doctoral Dissertation

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B 3 credits

Doctoral Dissertation

This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Education in Educational Leadership/ Curriculum and Instruction

The following Doctor of Education in Educational Leadership/ Curriculum and Instruction (EdD/CI) 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 Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction will prepare learners to become instructional leaders who will strategically manage and lead processes related to curriculum, instruction, and assessment. Graduates will demonstrate both practical and scholarly knowledge in their use of analytical, critical, and innovative thinking to improve the performance of educational institutions.

Historically, education has been a field of constant evolution and debate, with the pull of philosophical, cultural, and political influences felt throughout the industry. As such, contemporary educators face challenges unlike those faced by their predecessors: Educational leaders must design and facilitate learning in culturally diverse classrooms; manage the needs of multiple stakeholders; develop their classrooms, schools, and systems effectively and efficiently in the face of severe funding pressures; address the demands of regulatory bodies; and meet the outcomes established by the greater educational community.

As the education system undergoes these radical changes, there has been a drastic increase in the need for leaders who are capable of designing innovative curricular models in their institutions and of consistently improving their students' outcomes. The Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction is offered by the University of Phoenix to enable leaders to affect these high levels of performance through applied scholarship, rigorous analysis, and comprehensive evaluation methods.

The Curriculum and Instruction specialization degree is consistent with the University's mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. The program is designed to emphasize curricular leadership and to focus on applied research that improves instruction and educational outcomes.

Program Goals

Upon completion of all program requirements of the Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction degree, learners will be able to:

- Evaluate and improve instructional and organizational processes through research-based decisions.
- Support and enhance the educational process through instructional leadership.
- Influence policy decisions within educational settings with knowledge of social theories, historical perspectives, and political issues.
- Design, develop, and implement curriculum, instructional strategies, and assessment tools to enhance learning.
- Create and implement sound curricular models by synthesizing research, theory, and experience.

Program Structure

The EdD/CI program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the Third Year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University's vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the EdD/CI degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program's curriculum is designed to develop the student's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues. Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

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/edd-ci>.

Edd/CI Program Category Requirements

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

Doctoral Foundations, 4 total credits

COM 705	1 credit
Communication Strategies	
SEM 700R ~	0 credits
Doctoral Program Orientation Seminar	
LDR 711A ~	3 credits
Leadership Theory and Practice	

Foundations of Curriculum and Instruction in Education, 12 total credits

EDD 711 ~	3 credits
Social Contexts and Contemporary Issues	
EDD 724 ~	3 credits
Instructional Leadership	
CUR 711 ~	3 credits
Developmental and Learning Theories	
CUR 712~	3 credits
Curriculum Theory	

Research Foundations, 6 total credits

RES 711 ~	3 credits
Fundamental Principles of Sound Research	
RES 722A ~	3 credits
Research Design	

Advanced Research Design, 3 total credits

RES 723 ~	3 credits
Advanced Statistical Research Methods and Design	
RES 724 ~	3 credits
Qualitative Methods and Design	

Principles and Practices in Curriculum and Instruction, 12 total credits

EDD 721 ~	3 credits
Planning and Leading Change	
CUR 721 ~	3 credits
Curriculum Design	
CUR 722 ~	3 credits
Instructional Models	
CUR 723 ~	3 credits
Assessment of Student Learning	

Doctoral Residencies, 10 total credits

PHL 700R ~	3 credits
Creative and Critical Thinking	
DOC 721R ~	2 credits
Doctoral Seminar I	
DOC 731R ~	3 credits
Collaborative Case Study	
DOC 732R ~	2 credits
Doctoral Seminar III	
DOC 740R	0 credits
Annual Renewal Residency	

Advanced Inquiry in Curriculum Leadership, 9 total credits

CUR 731 ~	3 credits
Supervision of Curriculum and Instruction	
EDD 732 ~	3 credits
Contemporary Policy Analysis and Development	
CUR 732 ~	3 credits
Program Evaluation	

Advanced Research Analysis, 3 total credits

RES 725 ~	3 credits
Descriptive and Comparative Data Analysis	
RES 726 ~	3 credits
Correlational Methods of Analysis	
RES 727 ~	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728 ~	3 credits
Qualitative Case Study	
RES 729 ~	3 credits
Ethnomethodology and the Study of Culture	
RES 745 ~	3 credits
Grounded Theory Methods	
RES 746 ~	3 credits
Mixed Methods	

Dissertation, 9 total credits

DOC 722 ~	3 credits
Doctoral Seminar II	
DOC 733 ~	3 credits
Doctoral Dissertation	
DOC 734 ~	3 credits
Doctoral Project IV	

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~	3 credits
Doctoral Dissertation	
DOC 734 A and B~	3 credits
Doctoral Project IV	

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the EdD/CI

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LL.M). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Academic Progression Requirements for the EdD/CI

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
 - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725-RES 729)
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Minimum Grade Requirements for the EdD/CI

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Degree Requirements for the EdD/CI

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Education and will not reflect the specialization. Specializations are reflected on the transcript only.

Residency Requirements and Course Waivers for the EdD/CI

Students must meet the following residency requirements:

- Completion of physical residencies.
 - Five-day residency at the beginning of the program.
 - Three-day residency at the beginning of year two.
 - Eight-day residency at the beginning of year three.
 - If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.

- Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
- The dissertation may not be waived.

Course Descriptions for the Edd/CI

COM 705 1 credit

Communication Strategies

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

SEM 700R 0 credits

Doctoral Program Orientation Seminar

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

LDR 711A 3 credits

Leadership Theory and Practice

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

EDD 711 3 credits

Social Contexts and Contemporary Issues

This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

EDD 724 3 credits

Instructional Leadership

This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus.

CUR 711 3 credits

Developmental and Learning Theories

Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.

CUR 712 3 credits

Curriculum Theory

This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorist and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

RES 711 3 credits

Fundamental Principles of Sound Research

RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A 3 credits

Research Design

This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 723 3 credits

Advanced Statistical Research Methods and Design

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

RES 724 3 credits

Qualitative Methods and Design

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

EDD 7213 credits

Planning and Leading Change

This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

CUR 7213 credits

Curriculum Design

In this course, learners focus on the creation of systemic models of curriculum development, including consideration of schedule, structure, stakeholder involvement, and end products. Learners will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.

CUR 7223 credits

Instructional Models

This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs and staff development are of special focus.

CUR 7233 credits

Assessment of Student Learning

This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.

PHL 700R3 credits

Creative and Critical Thinking

This course challenges the learner to become a creative leader/ problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R2 credits

Doctoral Seminar I

This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R3 credits

Collaborative Case Study

This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R2 credits

Doctoral Seminar III

This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R0 credit

Annual Renewal Residency

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

CUR 7313 credits

Supervision of Curriculum and Instruction

This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

EDD 7323 credits

Contemporary Policy Analysis and Development

This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.

CUR 7323 credits

Program Evaluation

This course explores program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.

RES 725 3 credits

Descriptive and Comparative Data Analysis

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

RES 726 3 credits

Correlational Methods of Analysis

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

RES 727 3 credits

Approaches to Phenomenological Inquiry and Data Analysis

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

RES 728 3 credits

Qualitative Case Study

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

RES 729 3 credits

Ethnomethodology and the Study of Culture

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

RES 745 3 credits

Grounded Theory Methods

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

RES 746 3 credits

Mixed Methods

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

DOC 722 3 credits

Doctoral Seminar II

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner's prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 3 credits

Doctoral Dissertation

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 3 credits

Doctoral Project IV

This is the final course in the program's sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A3 credits

Doctoral Dissertation

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B3 credits

Doctoral Dissertation

This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Philosophy in Higher Education Administration

The following Doctor of Education in Higher Education Administration (Ph.D./HEA) 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 Doctor of Philosophy in Higher Education Administration (Ph.D./HEA) program will prepare learners for scholarship, practice, and leadership in post-secondary educational environments. Throughout the program, learners explore higher education through various lenses, with emphases on the ethical responsibilities of higher education institutions for developing strong communities and a knowledge-oriented workforce, and the role that collaboration and dialogue play in producing meaningful scholarship and effective leadership practice.

The proliferation of institutions of higher learning, along with the diversified student population entering into post-secondary classrooms, has created the need for new models of higher education leadership. These models require leaders to perform strongly in the traditional roles associated with the operation of complex organizations as well as the skills and disposition of an educational researcher. Additionally, leaders in higher education must be able to embody these roles in order to support their institutions' missions and creatively meet academic and organizational needs.

The Ph.D./HEA program addresses these dual roles by providing opportunities for academic inquiry into education and its historical, philosophical, and sociological premises alongside of depth study of the management and leadership of educational institutions. As such, learners in the Ph.D./HEA program are strongly encouraged to cultivate a rich, nuanced, and holistic understanding of higher education administration, placing them at the forefront of their discipline.

The Ph.D./HEA degree is consistent with the University's mission to educate students to achieve their professional goals, improve the productivity of educational organizations, and to improve the quality of education in their communities and in the community of scholarship surrounding higher education administration.

Program Goals

The goals of the Ph.D. in higher education program are to:

- Cultivate ethical leaders who possess transferable skills and acumen for a variety of settings and roles
- Encourage a systemic approach to higher education administration
- Foster professionally socialized educational administrators
- Enhance participation in the global higher education community
- Prepare proficient researchers in higher education

Throughout the program, learners will evidence the following competencies to meet these goals:

- Understand the theory and practice related to the major domains of higher education
- Demonstrate adaptability in using that knowledge in a variety of contexts and organizational configurations
- Develop a holistic understanding of higher education constituencies
- Foster models for collaborative relationships with and among individuals and organizations
- Determine a course of professional development and life-long learning
- Engage with professional associations and organizations
- Demonstrate knowledge of the diverse philosophical, social, and historical contexts and ideologies of education (colonialism and educational development)
- Foster programs that incorporate a meaningful regard for and participation in cultural pluralism
- Demonstrate proficiency in various research methodologies
- Contribute substantial and original research to the body of knowledge

Program Structure

The PhD/HEA program has a 65-credit requirement that involves online modalities of instruction, residency requirements, and a comprehensive examination. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 10 days in residency during the 3-year program. Five days near the beginning of the first year and five days prior to the comprehensive exams after the common core of the classes is completed. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ph.D./HEA degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of higher education leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program's curriculum is designed to develop the student's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research methodology for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

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/phd-hea>.

PHD/HEA Required Course of Study

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

COM 705	1 credit
Communication Strategies	
SEM 700R ~	0 credits
Doctoral Program Orientation Seminar	
EDU 711 ~	3 credits
Core Functions of Higher Education Administration	
DOC 710R ~	3 credits
Doctoral Studies Seminar and Workshop	
EDU 706 ~	3 credits
Comparative Models of Higher Education Administration	
PHL 713 ~	3 credits
Philosophy of Education	
SOC 721 ~	3 credits
Social, Political, and Ethical Aspects of Higher Education	
EDU 724 ~	3 credits
Student Development Theory	

RES 714 ~	3 credits
Quantitative Methods and Statistical Analyses	
RES 715 ~	3 credits
Qualitative Methods	
ORG 722 ~	3 credits
Organizational Theory, Planning, and Change	
FIN 723 ~	3 credits
Higher Education Finance and Economics	
DOC 720 ~	3 credits
Proposal Seminar	
DOC 721 ~	3 credits
Prospectus and Proposal Workshop	
LAW 731 ~	3 credits
Legal Aspects of Higher Education	
EDU 732 ~	3 credits
Planning, Evaluation, & Assessment in Higher Education Administration	
DOC 730R ~	3 credits
Professional Development and Socialization	
EXAM 799 ~	1 credit
Comprehensive Examination	
ELEC 710 ~	3 credits
PHD/HEA Elective	
<i>Must be Method-Orientated Independent Study or Applied Research Methods course</i>	
ELEC 711 ~	3 credits
PHD/HEA Elective	
ELEC 712 ~	3 credits
PHD/HEA Elective	
DOC 736A ~	3 credits
Dissertation I	
DOC 737 ~	3 credits
Dissertation II	
DOC 738A ~	3 credits
Defense	
DOC 740R ~	0 credits
Annual Renewal Residency (as required)	
Elective Courses to Fulfill ELEC 710	
RES 723 ~	3 credits
Advanced Statistical Research Methods and Design	
RES 724 ~	3 credits
Qualitative Methods and Design	
RES 725 ~	3 credits
Descriptive and Comparative Data Analysis	
RES 726 ~	3 credits
Correlational Methods of Analysis	
RES 727 ~	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728 ~	3 credits
Qualitative Case Study	

RES 729 ~.....	3 credits
Ethnomethodology and the Study of Culture	
RES 745 ~.....	3 credits
Grounded Theory Methods	
RES 746 ~.....	3 credits
Mixed Methods	
Elective Courses to Fulfill ELEC 711 and ELEC 712	
COM 701 ~.....	3 credits
Diversity and Communication	
EDU 701 ~.....	3 credits
Academic Affairs Administration	
EDU 702 ~.....	3 credits
History of Education in the Americas	
EDU 703 ~.....	3 credits
Student Affairs Administration	
EDU 704 ~.....	3 credits
Understanding the Infrastructure of Higher Education	
EDU 705 ~.....	3 credits
The Inclusive Campus: Addressing Differing Student Needs	
EDU 712 ~.....	3 credits
History of Education	
EDU 709.....	3 credits
The Community College	
IND 701.....	3 credits
Independent Study I	
IND 702.....	3 credits
Independent Study II	
IND 703.....	3 credits
Independent Study III	
LDR 706.....	3 credits
Leadership, Management, and Supervision	
ORG 707.....	3 credits
Advanced Systems Thinking	
RES 725.....	3 credits
Descriptive and Comparative Data Analysis	
RES 726.....	3 credits
Correlational Methods of Analysis	
RES 727.....	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728.....	3 credits
Qualitative Case Study	
RES 729.....	3 credits
Ethnomethodology and the Study of Culture	

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

DOC 736 B and C ~..... 3 credits
Dissertation I

DOC 738 B and C ~..... 3 credits
Defense

Students may be required to complete DOC 736C and DOC 738C until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the PHD/HEA

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- A minimum equivalent of 2 years professional experience in an education setting or 2 years experience in a professional supervisory role within an equivalent (business, social services) setting.

Independent Study Requirements for the PHD/HEA

- Students must submit a request for enrollment in an independent study course (IND 701, IND 702 or IND 703) to the Dean of the School of Advanced Studies or the Doctoral Program Chair for approval. Students may not enroll in an independent study course until approval is granted by the Dean or Doctoral Program Chair.
- Within the first week of any independent study, the faculty and student(s) must design, complete, and submit a learning contract and course syllabus to the Program Chair presiding over the Ph.D. program.
- All independent studies must culminate in a substantive project completed by the student(s). The aims and expected outcomes of this project must be clearly illustrated in the learning contract and syllabus. Examples of acceptable projects include publication-quality papers and draft chapters of the dissertation proposal.

Academic Progression Requirements for the PHD/HEA

Doctor of Philosophy in Higher Education Administration students are subject to the following academic progression requirements:

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All students must successfully complete each course (except COM 705 and EXAM 799) with a "B-" or better grade before proceeding to any subsequent online, residency, or directed study course.
- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.
- Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of "B" in each course.
- Courses cannot be taken as directed studies without permission, obtained via SAC appeal, from the program's Dean.
- Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.
- Students may not enroll in EXAM 799 until all other coursework is completed, with the exception of electives/independent studies, dissertation courses (DOC 736A/B/C, DOC 737, and DOC 738A/B/C), and DOC 740R.
- Students must have their dissertation proposals approved by their dissertation committee members, the School's Review Board, and the Institutional Review Board as a completion requirement for DOC 736A, DOC 736B, or DOC 736C. DOC 736B and DOC 736C have been provided as optional courses to give learners additional time with mentor to meet course and program requirements. Students may not enroll in DOC 737 without an approved proposal.
- Proposals may not be submitted for approval until after successful completion of the third year residency. Students may be required to complete DOC 736C and DOC 738C until all approvals have been received by the committee members, the School's Quality Review, and the Institutional Review Board.
- Students may not begin data collection until dissertation committee members, the School's Review Board, and the Institutional Review Board have approved the proposal.
- Proposals may not be submitted for approval until successful completion of EXAM 799.
- Students must have their dissertation approved by their dissertation committee members and the dean to complete DOC 738A, DOC 738B, and DOC 738C. DOC 738B and DOC 738C have been provided as optional courses to give learners additional time with mentor to meet course and program requirements.
- Students may not be enrolled in more than one course at a time.
 - Students may enroll in DOC 740R concurrently with any of the dissertation courses.

- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once learners have completed DOC 740R, it does not need to be repeated unless the learner chooses to take it again.
 - Students are not required to attend DOC 740R if their dissertation is approved within 6 months of defense.
- Learners who so choose may repeat DOC 740R.
- Learners must have one dissertation committee member who has earned a doctoral degree from an accredited institution in the discipline of the degree.

Degree Requirements for the PHD/HEA

Doctor of Philosophy in Higher Education Administration students must meet the following degree requirements:

- A minimum of 65 doctorate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies is required.
- Successful completion of the comprehensive examination is required. Should a student fail to complete the examination at the requisite level of performance (a grade of B or better), he or she will be allowed to repeat EXAM 799 once. If a student fails to earn a B on the second attempt, he or she will be dismissed from the program.
- Successful oral defense and approval of the final dissertation by the dean is required.
- Completion of the graduation information packet:
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

Residency Requirements for the PHD/HEA

Doctor of Philosophy in Higher Education Administration students must meet the following physical residency requirements:

Completion of the following residencies are mandatory:

- Five-day residency at the beginning of the program.
- Five-day residency during year three.
- If a student's dissertation has not been completed and approved by the dean within 12 months of completing all coursework except DOC 736A, DOC 736B, DOC 736C, DOC 737, DOC 738A, DOC 738B, and DOC 738C, he or she must attend DOC 740R, a non-credit, three-day weekend residency course.
- Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students may not waive any of the following courses: COM 705, DOC 721, EDU 711, DOC 730R, DOC 710R, EXAM 799, DOC 720. Any dissertation courses (DOC 736A, B, and C; DOC 737; or DOC 738A, B, and C)

In order to waive a course in the Ph.D. program, students must have completed a previous course that meets the following criteria:

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

The dissertation will not be waived from the degree program.

Course Descriptions for the PHD/HEA

COM 7051 credit

Communication Strategies

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

SEM 700R0 credits

Doctoral Program Orientation Seminar

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

EDU 7113 credits

Core Functions of Higher Education Administration

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

DOC 710R3 credits

Doctoral Studies Seminar and Workshop

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

EDU 7063 credits

Comparative Models of Higher Education

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

PHL 7133 credits

Philosophy of Education

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

SOC 7213 credits

Social, Political, & Ethical Aspects of Higher Education

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

EDU 7243 credits

Student Development Theory

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

RES 714 3 credits

Quantitative Methods and Statistical Analyses

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

RES 715 3 credits

Qualitative Methods

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

ORG 722 3 credits

Organizational Theory, Planning, and Change

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

FIN 723 3 credits

Higher Education Finance and Economics

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

DOC 720 3 credits

Proposal Seminar

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

DOC 721 3 credits

Prospectus and Proposal Workshop

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

LAW 731 3 credits

Legal Aspects of Higher Education

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

EDU 732 3 credits

Planning, Evaluation, & Assessment in Higher Education Administration

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

DOC 730R 3 credits

Professional Development & Socialization in Higher Education Administration

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

EXAM 799 1 credit

Comprehensive Examination

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

DOC 736A 3 credits

Dissertation I

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

DOC 7373 credits

Dissertation II

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

DOC 738A3 credits

Defense

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

DOC 740R0 credit

Annual Renewal Residency

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

RES 7233 credits

Advanced Statistical Research Methods and Design

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

RES 7243 credits

Qualitative Methods and Design

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

RES 7253 credits

Descriptive and Comparative Data Analysis

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

RES 7263 credits

Correlational Methods of Analysis

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

RES 7273 credits

Approaches to Phenomenological Inquiry and Data Analysis

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

RES 7283 credits

Qualitative Case Study

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

RES 7293 credits

Ethnomethodology and the Study of Culture

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

RES 7453 credits

Grounded Theory Methods

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

RES 746..... 3 credits

Mixed Methods

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

COM 701 3 credits

Diversity and Communication

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

EDU 701 3 credits

Academic Affairs Administration

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

EDU 702 3 credits

History of Education in the Americas

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

EDU 703 3 credits

Student Affairs Administration

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

EDU 704 3 credits

Understanding the Infrastructure of Higher Education

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

EDU 705 3 credits

The Inclusive Campus: Addressing Differing Student Needs

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

EDU 712 3 credits

History of Education

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

EDU 709 3 credits

The Community College

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

IND 701 3 credits

Independent Study I

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

IND 702 3 credits

Independent Study II

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

IND 7033 credits

Independent Study III

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

LDR 7063 credits

Leadership, Management, and Supervision

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

ORG 7073 credits

Advanced Systems Thinking

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

DOC 736B3 credits

Dissertation I

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

DOC 736C3 credits

Dissertation I

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

DOC 738B3 credits

Defense

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

DOC 738C3 credits

Defense

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

Doctor of Philosophy in Industrial/Organizational Psychology

The following Doctor of Philosophy in Industrial/Organizational Psychology (Ph.D./IO) 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 Doctor of Philosophy in Industrial/Organizational Psychology (Ph.D./IO) program will prepare graduates for careers in industrial/organizational psychological research, consulting, and instruction with emphasis on employee issues, organizational development, human resource management, and research expertise.

Competence and effectiveness in any organization find their roots in the people the organization employs and develops. Under this auspice, leaders recognize the significance of critical human resource methods, such as job design and analysis, organizational culture assessments, training and development, and talent management, on the sustainability and prosperity of any organization. Thus, both strategic and tactical decision-making must be based in sound, methodologically rich data gathering and analysis, as well as robust theoretical frameworks for explaining workplace behavior. Possession of this knowledge and these skill sets place industrial/organizational psychologists in a crucial role for organizations, and as either consultants or leaders themselves, these professionals utilize data-driven inquiry and responses to improve efficacy, develop and maintain cultures of high performance, and enrich the workplace lives of employees.

The Ph.D./IO program engages learners in academic inquiry into organizations and human behavior in the world of work, with foundational coursework in the history and functions of I/O psychology as well as an intensive, rigorous research curriculum. Through these dual emphases, the program challenges learners to develop the habits of mind and critical dispositions required to produce complex, yet practical, inquiry aimed at organizational and human development. Furthermore, the program explores the ethical aspects of I/O psychology practice, ensuring that learners respect and work toward enhancing the well being of the people whom they serve.

The I/O Psychology profession is characterized by the theory/practice continuum practitioners embody in every facet of their work, perhaps more so than most organizational workers. As such, the Ph.D./IO degree is consistent with the University’s mission to educate students to achieve their professional goals, improve the productivity of educational organizations, and to improve the quality of their communities as well as the community of scholarship on industrial/organizational psychology.

Mission Statement

The mission of the I/O program is to develop leaders who positively influence the effectiveness of industrial/organizational settings through application of theory, research, assessment, evaluation, and intervention.

Goals and Competencies

The goals of the Ph.D. in Industrial/Organizational Psychology program are to:

- Cultivate interdisciplinary and adaptable inquiry methods and attitudes through a program of foundational industrial/organizational psychology as well as analyses of emergent trends and concepts in organizational study
- Prepare researchers who contribute substantively to the industrial/organizational psychology body of knowledge and who effect organizational development
- Encourage lifelong learning and leadership within the field of Industrial/Organizational Psychology through reflexive, transformational learning principles and practices
- Assist learners in forming sound ethical frameworks for organizational research and practice

Throughout the program, learners will evidence the following competencies to meet these goals:

- Apply and communicate psychological knowledge and research methods within industrial/organizational settings
- Apply critical thinking skills and assessment to theory, research, and practice
- Evaluate the relationship between social influences and human behaviors
- Integrate ethical concepts into the study of industrial/organizational psychology
- Contribute to the body of knowledge in industrial/organizational psychology

Program Structure

The Ph.D./Industrial Organizational Psychology (I/O Psych) program has a 98-credit requirement that involves an in-route master's, a master's project, residency, online modalities of instruction, and a Comprehensive Exam. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 10 days in residency during the program. Five days of residency begin the doctoral portion, and a 5-day session follows after immersion in the doctoral courses. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the final residency, learners will apply their knowledge in a collaborative way to learn the process of consulting within the field of I/O. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ph.D./I/O Psych degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program's curriculum is designed to develop the student's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research methodology for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

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/phd-io>.

PHD/IO Required Course of Study

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

PSYCH 700	3 credits
Introduction to I/O	
PSYCH 701 ~	3 credits
History and Systems of Psychology	
PSYCH 702 ~	3 credits
Social Psychology	
PSYCH 703 ~	3 credits
Personality Theories	
ORG 714 ~	3 credits
Organizational Theory and Design	
PSYCH 704 ~	3 credits
Current and Future Topics	
RES 731 ~	3 credits
Research Methods and Statistics in I/O (I)	
RES 732 ~	3 credits
Research Methods and Statistics in I/O (II)	
RES 733 ~	3 credits
Criterion Development, Performance evaluation, and Appraisal	
PSYCH 705 ~	3 credits
Personnel Psychology	
RES 741 ~	3 credits
Testing and Measurement	
PSYCH 706 ~	3 credits
Human Performance, Assessment, and Feedback	
ORG 730 ~	3 credits
Organization Development	
PSYCH 707 ~	3 credits
Leadership Theory and Management Theory	
PSYCH 708 ~	3 credits
Work Motivation and Job Attitudes	
PSYCH 709 ~	3 credits
Ethical, Legal, and Professional Contexts of I-O Psychology	
PSYCH 710 ~	1 credit
Master's Project	
PSYCH 720R ~	3 credits
Dissertation Process	
RES 750 ~	3 credits
Approaches to Research: Quantitative/Qualitative I	
RES 751 ~	3 credits
Approaches to Research: Quantitative/Qualitative II	
RES 752 ~	3 credits
Research Constructs and Design	

PSYCH 740 ~	3 credits
Judgment and Decision Making	
PSYCH 750 ~	3 credits
Consulting and Business Skills	
RES 760 ~	3 credits
Measurement of Constructs	
PSYCH 760R ~	3 credits
Consulting Processes in I/O	
RES 765 ~	3 credits
Multivariate Statistics	
PSYCH 770 ~	3 credits
Attitude Theory Measurement and Change	
RES 770 ~	3 credits
Psychometrics	
Elective (PSYCH 780 or PSYCH 790) ~	3 credits
Consumer Behavior (780) or Independent Study (790)	
PSYCH 799 ~	1 credit
Comprehensive Exam	
DOC 735 ~	3 credits
Research Proposal	
DOC 736 A ~	3 credits
Dissertation I	
DOC 737 ~	3 credits
Dissertation II	
DOC 738 A ~	3 credits
Defense	
DOC 740R ~	0 credits
Annual Residency Renewal (as required)	

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

DOC 736 B and C ~	3 credits
Dissertation I	
DOC 738 B and C ~	3 credits
Defense	

Students may be required to complete DOC 736C and DOC 738C until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the PHD/IO

- A bachelor's degree with a cumulative total of nine credit hours in any of the following disciplines statistics, social science, and/or psychology. Credits must be from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 posted on the bachelor's degree, or one of the following:
 - 3.5 for the last two academic years of coursework posted on the official bachelor's transcript
 - a cumulative GPA of 3.0 posted on a master's transcript
 - a cumulative GPA of 3.0 posted on a doctoral transcript
 - A minimum score of at least 150 for verbal, 149 for quantitative sections and a 4.25 on the analytical section of the GRE is required for admission.

Academic Progression Requirements for the PHD/IO

Doctor of Philosophy in Industrial/Organizational Psychology students are subject to the following academic progression requirements:

- All students must earn a course grade of "B-" or better or they must repeat the course. Each course may be repeated only once. After four course repetitions, approval from the Doctoral Program Chair is required to continue in the program.
- Courses cannot be taken as directed studies without permission obtained via SAC appeal.
- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.
- Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of "B" in each course.
- Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.
- Satisfactory completion of PSYCH 710 and its prerequisite course of study is required for enrollment in PSYCH 720R.
- Students must have their dissertation proposals approved by their dissertation committee members, the School's Review Board, and the Institutional Review Board as a completion requirement for DOC 736A, DOC 736B, and/or DOC 736C. DOC 736B and DOC 736C have been provided as optional courses to give learners additional time with the mentor to meet course and program requirements. Dissertation I: Students may not enroll in DOC 737 without an approved proposal.
- Proposals may not be submitted for approval until after successful completion of PSYCH 760R. Students may be required to complete DOC 736C and DOC 738C until all approvals have been received by the committee members, the School's Quality Review, and the Institutional Review Board.
- Students may not begin data collection until dissertation committee members, the School's Review Board, and the Institutional Review Board have approved the proposal.

- Students must have their dissertation approved by their dissertation committee members and the Dean to complete DOC 738A, DOC 738B, or DOC 738C. DOC 738B and DOC 738C have been provided as optional courses to give learners additional time with the mentor to meet course and program requirements.
- Dissertation defenses must take place in DOC 738A, B, or C.
- Students may not be enrolled in more than one course at a time.
 - Students may enroll in DOC 740R concurrently with any of the dissertation courses.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course RES 770. Once learners have completed DOC 740R, it does not need to be repeated unless the learner chooses to take it again.
- Learners who so choose may repeat DOC 740R.
- Learners must have one dissertation committee member who has earned a doctoral degree from an accredited institution in the discipline of the degree.

Master Degree Requirements for the PHD/IO

As a matriculation benchmark of the PHD/IO program, students will be awarded a Master of Science in Industrial/Organizational Psychology degree by meeting the following requirements:

- A minimum of 49 doctorate credits in the Required Program Category Preferred Sequence.
- Enroll in PSYCH 710 (Master's Project) within 3 years of completing the first course (PSYCH 700).
- Satisfactory completion of PSYCH 710 (Master's Project) and its prerequisite course of study.
- A minimum grade point average (GPA) of 3.0.
- Completion of the graduation information packet.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

Doctor Degree Requirements for the PHD/IO

The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.

- A minimum of 98 doctorate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Successful completion of all residencies is required.
- Written endorsement by dissertation committee members, the School's Review Board, and the Institutional Review Board is required for the dissertation proposal to be approved.
- Successful oral defense and approval of the final dissertation by the dean is required.
- Completion of the graduation information packet.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

Independent Study Requirements for the PHD/IO

- Students must submit a request for enrollment in an independent study course (PSYCH 790) to the Dean of the School of Advanced Studies or the Doctoral Program Chair for approval. Students may not enroll in an independent study course until approval is granted by the Dean or Doctoral Program Chair.
- Within the first week of any independent study, the faculty and student(s) must design, complete, and submit a learning contract and course syllabus to the Program Chair presiding over the Ph.D. program.
- All independent studies must culminate in a substantive project completed by the student(s). The aims and expected outcomes of this project must be clearly illustrated in the learning contract and syllabus. Examples of acceptable projects include publication-quality papers and draft chapters of the dissertation proposal.

Residency Requirements for the PHD/IO

Doctor of Philosophy in Industrial/Organizational Psychology students must meet the following physical residency requirements:

Completion of the following residencies is mandatory:

- Five-day residency anytime after PSYCH 700.
- Five-day residency anytime after RES 760.
- If a student's dissertation has not been completed and approved by the dean within 12 months of completing all coursework except DOC 736A, DOC 736B, DOC 736C, DOC 737, DOC 738A, DOC 738B, and DOC 738C, he or she must attend DOC 740R, a non-credit, three-day weekend residency course.
- Students in this program may waive the following courses using master's level coursework (500 or 600-level): PSYCH 701, PSYCH 702, PSYCH 703, ORG 730, ORG 714, and PSYCH 707
- While the University maintains that the majority of coursework in the major course of study must be completed through the University in order to meet overall residency requirements, a certain number of credits may be waived in order to avoid duplication.
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Doctoral-level courses cannot be waived.

Course Descriptions for the PHD/IO

PSYCH 7003 credits

Introduction to I/O

This survey course introduces the domains of the I/O program. The topics include an overview of the four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance within the I/O field of study. Furthermore, the learner will gain a firm understanding of the evolution of the I/O field of study from the foundations of the field to the present day, the various ways that I/O psychologists contribute to organizations, broader scientific community, and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, ranging from employee selection to organizational development, with the goal of exposing students to the main issues influenced by I/O psychologists.

PSYCH 7013 credits

History and Systems of Psychology

In this course learners examine the history of and different systems in psychology, the development of the discipline of psychology, and key factors that guided its evolution into present form. Different aspects of natural science, including rational and paradigmatic approaches, and how these aspects relate to social science are also examined.

PSYCH 7023 credits

Social Psychology

This course covers the basic theoretical foundations and recurrent themes in social psychology (including attitudes, stereotyping, conformity, power, aggression, pro-social behavior, the social self, emotions, group dynamics, and inter-group relations). The emphasis is on recent empirical and theoretical developments and includes models of social cognition that are a focus of contemporary social psychological theories.

PSYCH 7033 credits

Personality Theories

This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and humanistic theories. Emphasis is on the importance of learners recognizing belief systems and underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives and to recognize strategies and approaches in psychology that reflect identified personality theories as foundation.

ORG 7143 credits

Organizational Theory and Design

The history of organizational theory and design, and the three primary theories used to study organizations - classical, neoclassical, and systems theory - and the application of each theory to modern organizations are examined. Additionally, this course focuses on design issues, including organizational, departmental, and job considerations. Finally, the course examines pressing issues for current organizations, including culture, innovation, and learning.

PSYCH 7043 credits

Current and Future Topics

Learners explore current issues facing the I/O professional, such as stress and conflict in the workplace, the impact of technology on employee morale, changing dynamics of the employee, and socio-economic factors within the globalized work environment. Additional topics will be added based on the current focus of the literature.

RES 7313 credits

Research Methods and Statistics in I/O (I)

This course provides learners with a foundation in the design of psychological research. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 7323 credits

Research Methods and Statistics in I/O (II)

This course builds on the material covered in Research Methods and Statistics I by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods.

RES 7333 credits

Criterion Development, Performance evaluation, and Appraisal

This course focuses on key issues related to the development of measurement criterion in organizations. Theoretical and practical issues related to performance evaluation and appraisal are also discussed.

PSYCH 7053 credits

Personnel Psychology

Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

RES 7413 credits

Testing and Measurement

A comprehensive examination of the psychometric procedures used to develop and validate educational and psychological instruments is the focus of this course. Building upon Research Methods and Statistics I, this course will discuss norms, standardized samples, reliability, validity, proper interpretation of test scores, and the steps in test development. Descriptive statistical procedures are briefly reviewed to facilitate the understanding of the quantitative aspects of psychological measurement. Professional standards for testing are reviewed at all phases of the course.

PSYCH 7063 credits

Human Performance, Assessment, and Feedback

In this course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization's mission.

ORG 730 3 credits

Organization Development

This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.

PSYCH 707 3 credits

Leadership Theory and Management Theory

Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.

PSYCH 708 3 credits

Work Motivation and Job attitudes

This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.

PSYCH 709 3 credits

Ethical, Legal, and Professional Contexts of I-O Psychology

Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

PSYCH 710 1 credit

Master's Project

The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.

PSYCH 720R 3 credits

Dissertation Process

Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.

RES 750 3 credits

Approaches to Research: Quantitative/Qualitative I

This course surveys a broad range of quantitative and qualitative research methodologies to prepare learners to apply them to a variety of research questions. Topics include development of problem statements, purpose statements, research questions, and hypotheses; conducting a literature review (with an emphasis on reading and evaluating existing research) and ensuring originality of the contribution; and creating an initial research proposal for each of the three research topics identified during PSY/720R.

RES 751 3 credits

Approaches to Research: Quantitative/Qualitative II

Learners evaluate the three research topics developed into draft concept papers during RES 750, determine which topics are the most effective and feasible to study, and continue refining two of the selected topics while learning about advanced qualitative and quantitative issues (e.g., phenomenology, grounded theory, critical theory, etc.).

RES 752 3 credits

Research Constructs and Design

This course requires students to synthesize the cumulative knowledge gained from the previous research courses to finalize and submit their dissertation concept paper for final review and evaluation. Students select one of two previously drafted concept papers and expand the concept paper to include clear justification of the chosen research method and design; a description of the study population and sample, including the sampling strategy; the methodological approach for collecting and analyzing data; and a brief review of relevant scholarship, including the theoretical or conceptual framework for the study.

PSYCH 740 3 credits

Judgment and Decision Making

Learners will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.

PSYCH 750 3 credits

Consulting and Business Skills

This course focuses on developing business presentation, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.

RES 760 3 credits

Measurement of Constructs

The purpose of this course is to guide learners in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation issues and apply the information to the initial working draft of the dissertation (developed in Research Constructs and Design). The final outcome of this course will be used as an initial draft of the introduction and literature review of the dissertation.

PSYCH 760R3 credits

Consulting Processes in I/O

The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.

RES 7653 credits

Multivariate Statistics

This course focuses on statistical approaches that simultaneously examine multiple variables. Learners will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and structural equation modeling.

PSYCH 7703 credits

Attitude Theory Measurement and Change

Learners will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness.

RES 7703 credits

Psychometrics

Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.

PSYCH 7991 credit

Comprehensive Examination

The purpose of this exam is for learners to demonstrate that they have acquired the requisite competencies to generate research at the doctoral level by successfully completing two comprehensive papers based on the following four areas: 1) theory, 2) integration, 3) reflection, and 4) application.

DOC 7353 credits

Research Proposal

Learners will discuss issues related to ethical research, complete human subjects research training, and complete a draft of the dissertation proposal.

DOC 736A3 credits

Dissertation I

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

DOC 7373 credits

Dissertation II

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

DOC 738A3 credits

Defense

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

DOC 740R0 credit

Annual Renewal Residency

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

DOC 736B3 credits

Dissertation I

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

DOC 736C3 credits

Dissertation I

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

DOC 738B.....3 credits

Defense

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

DOC 738C3 credits

Defense

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

Doctor of Philosophy in Nursing

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

This program seeks to improve the delivery of quality health care by developing leaders as researchers, educators, and administrators within diverse global systems. Throughout the program, learners explore nursing through various lenses, with emphases on the ethical responsibilities in the field for developing strong communities and a knowledge-oriented workforce, and the role that collaboration and dialogue play in producing meaningful scholarship and effective leadership practice.

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/phd-nur>.

PHD/NUR Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. All general academic policies of University of Phoenix are applicable.

COM 705	1 credit
Communication Strategies	
SEM 700R ~	0 credits
Doctoral Program Orientation Seminar	
NUR 700 ~	3 credits
Professional Nursing Leadership	
DOC 710R ~	3 credits
Doctoral Studies Seminar and Workshop	
NUR 701 ~	3 credits
Philosophy of Nursing Science	
NSE 721 ~	3 credits
Theories of Nursing Education	
NUR 702 ~	3 credits
Theory Construction and Concept Analysis	
DHA 724 ~	3 credits
Globalization of Health Care	
RES 714 ~	3 credits
Quantitative Methods and Statistical Analyses	
RES 715 ~	3 credits
Qualitative Methods	
NUR 703 ~	3 credits
Theoretical Applications in Evidence-Based Practice	
DHA 712 ~	3 credits
Risk Management in Complex Organizations	
DOC 720 ~	3 credits
Proposal Seminar	

DOC 721 ~	3 credits
Prospectus and Proposal Workshop	
NSE 722 ~	3 credits
Instructional Design and Curriculum Development	
RES 713 ~	3 credits
Statistics	
DOC 730R ~	3 credits
Professional Development and Socialization	
NSE 723 ~	3 credits
Measurement and Evaluation	
DHA 732 ~	3 credits
Evaluation of Health Care Programs	
EXAM 799 ~	1 credit
Comprehensive Examination	
DOC 736A ~	3 credits
Dissertation I	
DOC 737 ~	3 credits
Dissertation II	
DOC 738A ~	3 credits
Defense	
DOC 740R ~	0 credits
Annual Renewal Residency	

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

DOC 736 B and C ~	3 credits
Dissertation I	
DOC 738 B and C ~	3 credits
Defense	

Students may be required to complete DOC 736C and DOC 738C until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the PHD/NUR

All applicants to this program must meet the following admission requirements:

- A master's degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

- A minimum of three years of full-time, post high school work experience within the past ten years, of which one (1) year must be RN experience, and the remaining two (2) years can be fulfilled with health care experience.
- Current employment in a nursing or health care role or access to an appropriate health care organization environment in which to complete the work related course assignments.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
 - Guam
 - American Samoa
 - Northern Mariana Islands
 - US Virgin Islands
- Applicants residing outside of the United States, or approved US Territories and applicants residing in the Commonwealth of Puerto Rico must meet the following requirements:
 - All Canadian students must complete the Canadian License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
 - All students, with the exception of students residing in Canada, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.
- Students must have their dissertation proposals approved by their dissertation committee members, the School's Review Board, and the Institutional Review Board as a completion requirement for DOC 736A, DOC 736B, and/or DOC 736C. DOC 736B and DOC 736C have been provided as optional courses to give learners additional time with mentor to meet course and program requirements. Dissertation I. Students may not enroll in DOC 737 without an approved proposal.
- Proposals may not be submitted for approval until after successful completion of EXAM 799. Students may be required to complete DOC 736C and DOC 738C until all approvals have been received by the committee members, the School's Quality Review, and the Institutional Review Board.
- Students must have their dissertation approved by their dissertation committee members and the Dean to complete DOC 738A, DOC 738B, or DOC 738C. DOC 738B and DOC 738C have been provided as optional courses to give learners additional time with the mentor to meet course and program requirements.
- Dissertation defenses must take place in DOC 738A, B, or C.
- Students may not be enrolled in more than one course at a time.
 - Students may enroll in DOC 740R concurrently with any of the dissertation courses.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once learners have completed DOC 740R, it does not need to be repeated unless the learner chooses to take it again.
- Learners who so choose may repeat DOC 740R.
- Learners must have one dissertation committee member, serving as committee chair (mentor), who has earned a Ph.D. in Nursing from an accredited institution.

Academic Progression Requirements for the PHD/NUR

Ph.D. in Nursing students are subject to the following academic progression requirements:

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All students must successfully complete each course (except COM 705 and EXAM 799) with a "B-" or better grade before proceeding to any subsequent online, residency, or directed study course.
- Students who miss or must withdraw from a course may complete the course via directed study, if available. All maximum enrollment policies apply. This option will only be available three times (9 credits) and applies only to online courses. However, some courses may not be suitable or available for directed study, and all directed studies must have the approval of the Doctoral Program Chair.
- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.
- Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of "B" in each course.

Degree Requirements for the PHD/NUR

Ph.D. in Nursing students must meet the following degree requirements:

- A minimum of 62 doctorate credits in the Required Program Category Preferred Sequence.
- Up to 74 if additional (optional) dissertation courses taken
- A minimum grade point average (GPA) of 3.0.
- Successful completion of all residencies is required.
- Written approval by dissertation committee members, the School's Review Board, and the Institutional Review Board is required for the dissertation proposal.
- Successful oral defense and approval of the final dissertation by the dean is required.
- Completion of the graduation information packet.

- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- Successful completion of the comprehensive examination is required. Should a student fail to complete the examination at the requisite level of performance (a grade of B or better), he or she will be allowed to repeat EXAM 799 once. If a student fails to earn a B on the second attempt, he or she will be dismissed from the program.

Residency Requirements for the PHD/NUR

PhD in Nursing students must meet the following physical residency requirements:

Completion of the following residencies are mandatory:

- Five-day residency at the beginning of the program.
- Five-day residency at the beginning of year three.
- If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except the dissertation courses (DOC 736A, B, and C; DOC 737; and DOC 738A, B, and C).
- Students in the Doctor of Philosophy in Nursing program may waive a maximum of 12 credits through transfer for online courses only.
- Students may not waive any of the following courses: COM 705, DOC 720, DOC 721, EXAM 799. Any dissertation courses (DOC 736A, B, and C; DOC 737; or DOC 738A, B, and C)

In order to waive a course in the Doctor of Philosophy in Nursing program, students must have completed a previous course that meets the following criteria:

- The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content; equal in credits to the University course it is replacing and must be a doctoral-level course.

The dissertation and comprehensive exam will not be waived from the degree program.

Course Descriptions for the PHD/NUR

COM 705 1 credit

Communication Strategies

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

SEM 700R 0 credits

Doctoral Program Orientation Seminar

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

NUR 700 3 credits

Professional Nursing Leadership

This course surveys theories, skills, risks, and rewards related to professional nursing leadership and innovation. This course also examines the dynamics of change and how it influences strategic planning.

DOC 710R 3 credits

Doctoral Studies Seminar and Workshop

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

NUR 701 3 credits

Philosophy of Nursing Science

This course examines the philosophical underpinnings associated with the science of nursing. The learner will critique philosophical views of science that have influenced the process of knowledge development and discovery.

NSE 721 3 credits

Theories of Nursing Education

This course examines historical and current theories as a basis for the nursing education curriculum. With a foundation based in major theorists and tenets of the theories, learners analyze select curricula for evidence of the various theories, investigate implications of the theories applied to nursing education and interpret the interaction of the theories with current and evolving public policy.

NUR 7023 credits

Theory Construction and Concept Analysis

Learners will identify phenomena of interest, conduct a concept analysis, and develop components of a theoretical framework.

DHA 7243 credits

Globalization of Health Care

This course focuses on global health care systems with the objective of improving U.S. health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.

RES 7143 credits

Quantitative Methods and Statistical Analyses

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

RES 7153 credits

Qualitative Methods

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

NUR 7033 credits

Theoretical Applications in Evidence-Based Practice

This course addresses decision-making processes using evidence-based data. This course examines midrange theories with application of theoretical frameworks to practice. Learners will demonstrate acquired competencies to generate research at the doctoral level by successfully completing a comprehensive paper based on the following four areas: 1) theory, 2) integration, 3) reflection, and 4) application.

DHA 7123 credits

Risk Management in Complex Organizations

Managing risk in an organization requires demonstration of an understanding of legal, licensure, certification, and accreditation dynamics, as well as litigation management within the context of corporate compliance. The student will apply concepts from labor law, risk financing, contract law, partnership agreements, and professional credentialing. Discussion will also include human subjects research, data security, and biotechnology.

DOC 7203 credits

Proposal Seminar

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

DOC 7213 credits

Prospectus and Proposal Workshop

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

NSE 7223 credits

Instructional Design and Curriculum Development

This course analyzes the models and processes of instruction in nursing education programs. Effective instructional models explore the relationship of theories, standards, teaching strategies and learner outcomes. The importance of curriculum design, delivery, and evaluation are related to program outcomes. Instructional models for diverse populations, improvement of programs, and staff development are a special focus. Learners synthesize systemic teaching-learning models that include schedule, structure, stakeholder involvement, and curricular outcomes. Explication of implicit, hidden, cultural, and institutional aspects of curriculum design and delivery inform the learner's development approach.

RES 7133 credits

Statistics

This course provides learners with a foundation in the design of statistical research. This course builds on the material covered in Quantitative Methods and Statistical Analysis by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods including multi-variant research designs.

DOC 730R3 credits

Professional Development & Socialization in Higher Education Administration

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

NSE 7233 credits

Measurement and Evaluation

This course explores program measurement and evaluation models and methods utilized in nursing education and learning organizations. Both formative and summative methods are discussed along with a debate of the merits and faults that apply to each evaluation method. Accreditation issues for nursing programs are a key topic. The influence of leadership style on program evaluation methods is examined. Assumptions of program evaluation and factors affecting reliability and validity are key topics presented and are integral to the measurement and evaluation processes.

DHA 732 3 credits

Evaluation of Health Care Programs

This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community-wide health interventions, and population specific care management programs across a variety of health settings.

EXAM 799 1 credit

Comprehensive Examination

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

DOC 736A 3 credits

Dissertation I

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

DOC 737 3 credits

Dissertation II

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

DOC 738A 3 credits

Defense

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

DOC 740R 0 credit

Annual Renewal Residency

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

DOC 736B 3 credits

Dissertation I

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

DOC 736C 3 credits

Dissertation I

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

DOC 738B 3 credits

Defense

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

DOC 738C 3 credits

Defense

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

Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology

The following Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology (DM/IST) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The mission of the Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology (DM/IST) is to enable professionals from any industry to understand and evaluate the scope and impact of information systems and technology (IST) from organizational, industry-wide, and global perspectives. The DM/IST curriculum lays a foundation of knowledge in critical thinking, leadership, and the application of IST content areas. Learners integrate this knowledge with their professional experiences and doctoral-level research to create innovative, positive, and practical contributions to the body of IST knowledge. Graduates will be able to influence their organization and environment positively with transformational IST leadership practices.

This doctoral program in IST management incorporates coursework in fundamental management, organizational, and leadership concepts to engender the development of IST leadership perspectives. As such, learners with a professional leadership background in any discipline will be able to add their unique perspective to the study of the context, breadth, and processes of IST management.

Program Goals

Upon completion of all program requirements of the Doctorate in Management in Organizational Leadership with a specialization in Information Systems degree, learners will be able to:

- Conduct research as a foundation for executive action.
- Demonstrate innovation and creativity in developing new IT models to explain, forecast, support, and improve the strategic, tactical, and operational performance of organizations.
- Integrate and align IT initiatives with organizational strategy.
- Lead the IT decision-making process toward positive outcomes.
- Provide leadership to improve the overall performance of the organization in its industry, community, and global environment.

Program Structure

The DM/IST program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the Third Year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University's vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DM/IST degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program's curriculum is designed to develop the student's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues. Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

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/dm-ist>.

DM/IST Program Category Requirements

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

Doctoral Foundations, 4 total credits

COM 705	1 credit
Communication Strategies	
SEM 700R ~	0 credits
Doctoral Program Orientation Seminar	
LDR 711A ~	3 credits
Leadership Theory and Practice	

Foundations of Informational Systems in Management and Organizational Leadership, 12 total credits

IST 710 ~	3 credits
Foundations of Information Systems Management	
PHL 717 ~	3 credits
Constructing Meaning	
ORG 716 ~	3 credits
Organizational Theory and Design	
MGT 716 ~	3 credits
Management Philosophies	

Research Foundations, 6 total credits

RES 711 ~	3 credits
Fundamental Principles of Sound Research	
RES 722A ~	3 credits
Research Design	

Advanced Research Design, 3 total credits

RES 723 ~	3 credits
Advanced Statistical Research Methods and Design	
RES 724 ~	3 credits
Qualitative Methods and Design	

Information Systems Across Organizations, 12 total credits

IST 721 ~	3 credits
Knowledge Worker Information Systems	
IST 722 ~	3 credits
Information Technology for Teams	
IST 723 ~	3 credits
Departmental Information Systems	
IST 724 ~	3 credits
Organizational Information Systems Management	

Doctoral Residencies, 10 total credits

PHL 700R ~	3 credits
Creative and Critical Thinking	
DOC 721R ~	2 credits
Doctoral Seminar I	
DOC 731R ~	3 credits
Collaborative Case Study	
DOC 732R ~	2 credits
Doctoral Seminar III	
DOC 740R	0 credits
Annual Renewal Residency	

Advanced Inquiry in Information Systems and Technology, 9 total credits

IST 731 ~	3 credits
Partnership and Industry Information Systems	
IST 732 ~	3 credits
Global Information Systems Management	
IST 733 ~	3 credits
Information Systems Management Architecture	

Advanced Research Analysis, 3 total credits

RES 725 ~	3 credits
Descriptive and Comparative Data Analysis	
RES 726 ~	3 credits
Correlational Methods of Analysis	
RES 727 ~	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728 ~	3 credits
Qualitative Case Study	
RES 729 ~	3 credits
Ethnomethodology and the Study of Culture	
RES 745 ~	3 credits
Grounded Theory Methods	
RES 746 ~	3 credits
Mixed Methods	

Dissertation, 9 total credits

DOC 722 ~	3 credits
Doctoral Seminar II	
DOC 733 ~	3 credits
Doctoral Dissertation	
DOC 734 ~	3 credits
Doctoral Project IV	

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~	3 credits
Doctoral Dissertation	
DOC 734 A and B~	3 credits
Doctoral Project IV	

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the DM/IST

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LL.M). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) college credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in leadership of people or processes is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Academic Progression Requirements for the DM/IST

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
 - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725-RES 729)
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Scholastic Disqualification for the DM/IST

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the DM/IST

Students must meet the following residency requirements:

- Completion of physical residencies.
 - Five-day residency at the beginning of the program.
 - Three-day residency at the beginning of year two.
 - Eight-day residency at the beginning of year three.
 - If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
- Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, IST 710, IST 721, IST 722, IST 723, IST 724, IST 731, IST 732, IST 733, PHL 700R, RES 722A, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729
- The dissertation may not be waived.

Degree Requirements for the DM/IST

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Management and will not reflect the specialization. Specializations are reflected on the transcript only.

Course Descriptions for the DM/IST

COM 705 1 credit

Communication Strategies

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

SEM 700R 0 credits

Doctoral Program Orientation Seminar

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

LDR 711A 3 credits

Leadership Theory and Practice

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

IST 710 3 credits

Foundations of Information Systems Management

This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IST domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.

PHL 717 3 credits

Constructing Meaning

The postmodern world is an amalgam of our beliefs, physical sensory interpretations, psychological projections of our wants/needs/fantasies, a cultural interpretation of existence/meaning/purpose, a moral sense of right and wrong, a religious or spiritual interpretation of responsibility, and the sense of the relationship we have to each other. Learners explore the concept of postmodernism through the writings of some of the classic thinkers. Learners will also undertake an examination of the way they personally construct their world - what it means and what is meaningful at a personal level, with some insight into why that is the case for them. This information will be explored and learners will use this to inform their leadership behavior and explain their style.

ORG 716 3 credits

Organizational Theory and Design

Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to apply organizational theories systematically to enrich existing models or develop new models to increase performance and effectiveness.

MGT 716 3 credits

Management Philosophies

Upon completion of this course, learners will be prepared to employ a research-based approach to investigate the body of knowledge relating to scientific management philosophies from their recorded origins to current day applications. Learners will analyze and evaluate the evolution of management theory within historical timeframes with incremental assessments of the success or failures to optimize resources to attain performance excellence in a customer-centered organization.

RES 711 3 credits

Fundamental Principles of Sound Research

RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A3 credits

Research Design

This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 7233 credits

Advanced Statistical Research Methods and Design

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

RES 7243 credits

Qualitative Methods and Design

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

IST 7213 credits

Knowledge Worker Information Systems

In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today's environment. This analysis of the systems and tools will be conducted from the viewpoint of the program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.

IST 7223 credits

Information Technology for Teams

Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.

IST 7233 credits

Departmental Information Systems

This course will continue the analysis of the application of the domains used by individuals and teams studied in IST/721 and IST/722. The learner will evaluate the application of the program domains to departmental operations and strategy. The learner will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.

IST 7243 credits

Organizational Information Systems Management

This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IST domains within an organization.

PHL 700R3 credits

Creative and Critical Thinking

This course challenges the learner to become a creative leader/ problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R2 credits

Doctoral Seminar I

This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R3 credits

Collaborative Case Study

This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R2 credits

Doctoral Seminar III

This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R0 credit

Annual Renewal Residency

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

IST 731 3 credits

Partnership and Industry Information Systems

This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.

IST 732 3 credits

Global Information Systems Management

This course extends the examination of the IST domains studied throughout the program to the global level. The learner will examine the application of the IST domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.

IST 733 3 credits

Information Systems Management Architecture

In this course, learners will create an innovative model, incorporating the domains and models from previous coursework. In the model building, learners will demonstrate their leadership competencies as related to IST.

RES 725 3 credits

Descriptive and Comparative Data Analysis

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

RES 726 3 credits

Correlational Methods of Analysis

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

RES 727 3 credits

Approaches to Phenomenological Inquiry and Data Analysis

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

RES 728 3 credits

Qualitative Case Study

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

RES 729 3 credits

Ethnology and the Study of Culture

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

RES 745 3 credits

Grounded Theory Methods

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

RES 746 3 credits

Mixed Methods

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

DOC 722 3 credits

Doctoral Seminar II

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner's prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 7333 credits

Doctoral Dissertation

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 7343 credits

Doctoral Project IV

This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A3 credits

Doctoral Dissertation

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B3 credits

Doctoral Dissertation

This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Health Administration

The following Doctor of Health Administration (DHA) 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 Doctor of Health Administration (DHA) program prepares leaders to respond effectively to the dynamic and ever-changing health care industry. These individuals will have a capacity to critically examine and evaluate issues and trends and feel empowered to influence the destiny of the health systems.

Graduates with a Doctor of Health Administration will be able to:

- Conduct, evaluate, and apply research designed to explain, forecast, predict, and/or improve the performance of health systems
- Use theoretical constructs to assess and develop implementation strategies health systems
- Strengthen leadership skills and abilities that foster the evolution of adaptive, high-performing health systems
- Evaluate, develop and implement policies and practices that impact health systems
- Lead organizations in anticipating and meeting challenges in the changing health environment

Graduates of the Doctor of Health Administration program will have enhanced their administrative and leadership skills through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. They are not only able to define their role within the U.S. health system, but understand how to make necessary changes to create a work environment that is team-oriented and motivating to others. Graduates are able to analyze the influence of external and internal environments in order to align their organizations to respond to the ever-changing demands of the health care market place. Sensitivity to individuals and groups and the influence of multicultural diversity are seen as essential to effective leadership.

The curriculum is tailored to the needs of the health leader by providing content in finance, policy, research, technology, quality improvement, economics, leadership, and organizational analysis. The DHA program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Additionally, in the year three residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University's vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DHA degree is the successful completion and oral defense of a significant, substantial, and independently completed doctoral dissertation that adds new information to the body of health administration knowledge. The dissertation provides the learner an opportunity to demonstrate mastery of the germinal and current literature in the field and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program's curriculum is designed to develop the student's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

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/dha>.

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

DHA Program Category Requirements

Doctoral Foundations, 4 total credits

COM 705 1 credit
Communication Strategies

SEM 700R ~ 0 credits

Doctoral Program Orientation Seminar

LDR 711A ~ 3 credits

Leadership Theory and Practice

Foundations in Health Care Administration, 12 total credits

DHA 711 ~ 3 credits

Administration of Complex Health Care Systems

DHA 712 ~ 3 credits

Risk Management in Complex Organizations

DHA 713 ~ 3 credits

Managing Resources in Health Organizations

DHA 714 ~ 3 credits

Health Care Marketing

Research Foundations, 6 total credits

RES 711 ~ 3 credits

Fundamental Principles of Sound Research

RES 722A ~ 3 credits

Research Design

Advanced Research Design, 3 total credits

RES 723 ~ 3 credits

Advanced Statistical Research Methods and Design

RES 724 ~ 3 credits

Qualitative Methods and Design

Advanced Leadership Issues in Health Care Administration, 12 total credits

DHA 721 ~ 3 credits

Health Care Economics

DHA 722 ~ 3 credits

Policy and Regulation in Health Care

DHA 723 ~ 3 credits

Executive Information Systems

DHA 724 ~ 3 credits

Globalization of Health Care

Doctoral Residencies, 10 total credits

PHL 700R ~ 3 credits

Creative and Critical Thinking

DOC 721R ~ 2 credits

Doctoral Seminar I

DOC 731R ~ 3 credits

Collaborative Case Study

DOC 732R ~ 2 credits

Doctoral Seminar III

DOC 740R 0 credits

Annual Renewal Residency

Advanced Inquiry in Health Care Leadership, 9 total credits

DHA 731 ~ 3 credits

Population Health and Epidemiology

DHA 732 ~ 3 credits

Evaluation of Health Care Programs

DHA 733 ~ 3 credits

Contemporary Leadership Issues

Advanced Research Analysis, 3 total credits

RES 725 ~ 3 credits

Descriptive and Comparative Data Analysis

RES 726 ~ 3 credits

Correlational Methods of Analysis

RES 727 ~ 3 credits

Approaches to Phenomenological Inquiry and Data Analysis

RES 728 ~ 3 credits

Qualitative Case Study

RES 729 ~ 3 credits

Ethnomethodology and the Study of Culture

RES 745 ~ 3 credits

Grounded Theory Methods

RES 746 ~.....3 credits
Mixed Methods

Dissertation, 9 total credits

DOC 722 ~.....3 credits
Doctoral Seminar II

DOC 733 ~.....3 credits
Doctoral Dissertation

DOC 734 ~.....3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~3 credits
Doctoral Dissertation

DOC 734 A and B~3 credits
Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the DHA

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LL.M). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Degree Requirements for the DHA

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Health Administration.

Academic Progression for the DHA

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
 - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.

- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Minimum Grade Requirements for the DHA

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the DHA

Students must meet the following residency requirements:

- Completion of physical residencies:
 - Five-day residency at the beginning of the program.
 - Three-day residency at the beginning of year two.
 - Eight-day residency at the beginning of year three.
 - If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
- Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: COM 705, DHA 733, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
- The dissertation may not be waived.

Course Descriptions for the DHA

COM 705 1 credit

Communication Strategies

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

SEM 700R 0 credits

Doctoral Program Orientation Seminar

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

LDR 711A 3 credits

Leadership Theory and Practice

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

DHA 711 3 credits

Administration of Complex Health Care Systems

Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision making at the policy and the organizational level.

DHA 7123 credits

Risk Management in Complex Organizations

Managing risk in an organization requires demonstration of an understanding of legal, licensure, certification, and accreditation dynamics, as well as litigation management within the context of corporate compliance. The student will apply concepts from labor law, risk financing, contract law, partnership agreements, and professional credentialing. Discussion will also include human subjects research, data security, and biotechnology.

DHA 7133 credits

Managing Resources in Health Organizations

Understanding the complexity of managing the vast resources needed to deliver quality health care is essential. Although human resources comprise the majority of needed assets, other resources include facilities and industry suppliers. This course will examine how these resources are interwoven and need to be successfully managed. The course is a combination of theoretical and practical approaches for resource management.

DHA 7143 credits

Health Care Marketing

Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.

RES 7113 credits

Fundamental Principles of Sound Research

RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A3 credits

Research Design

This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 7233 credits

Advanced Statistical Research Methods and Design

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

RES 7243 credits

Qualitative Methods and Design

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

DHA 7213 credits

Health Care Economics

This course focuses on the application of economic theory to the amount, organizations, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government's role in financing and regulating health services.

DHA 7223 credits

Policy and Regulation in Health Care

Contemporary administration requires a thorough understanding of the federal policy and regulatory development process. Students analyze the history of health financing legislation, as well as regulatory implications of both the Medicare and Medicaid programs. This course examines the impact of emerging social, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.

DHA 7233 credits

Executive Information Systems

This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University's information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology.

DHA 7243 credits

Globalization of Health Care

This course focuses on global health care systems with the objective of improving U.S. health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.

PHL 700R3 credits

Creative and Critical Thinking

This course challenges the learner to become a creative leader/ problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R 2 credits

Doctoral Seminar I

This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R 3 credits

Collaborative Case Study

This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R 2 credits

Doctoral Seminar III

This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R 0 credit

Annual Renewal Residency

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

DHA 731 3 credits

Population Health and Epidemiology

The science of epidemiology is essential for projecting the population health needs and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision making. Students will apply this science in the analysis of emerging health epidemics and diseases.

DHA 732 3 credits

Evaluation of Health Care Programs

This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community-wide health interventions, and population specific care management programs across a variety of health settings.

DHA 733 3 credits

Contemporary Leadership Issues

This seminar focuses on the applications of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

RES 725 3 credits

Descriptive and Comparative Data Analysis

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

RES 726 3 credits

Correlational Methods of Analysis

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

RES 727 3 credits

Approaches to Phenomenological Inquiry and Data Analysis

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

RES 728 3 credits

Qualitative Case Study

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

RES 7293 credits

Ethnology and the Study of Culture

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

RES 7453 credits

Grounded Theory Methods

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

RES 7463 credits

Mixed Methods

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

DOC 7223 credits

Doctoral Seminar II

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner's prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 7333 credits

Doctoral Dissertation

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 7343 credits

Doctoral Project IV

This is the final course in the program's sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A3 credits

Doctoral Dissertation

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B3 credits

Doctoral Dissertation

This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Education in Educational Leadership/ Educational Technology

The following Doctor of Education in Educational Leadership/ Educational Technology (EdD/ET) 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 Educational Technology specialization of the Doctor of Education in Educational Leadership program will prepare learners to become education leaders who strategically manage and lead processes related to the integration of technology in various learning environments. Graduates will demonstrate both practical and scholarly knowledge in their use of analytical, critical, and innovative thinking to improve the performance of educational institutions by utilizing technological innovations to support and enhance the educational process.

Historically, education has been a field of constant evolution, continually shifting to meet the rapidly expanding needs of learners and demands of our society. The correct utilization of educational technology plays a key role in establishing education reform and transformation in the 21st century. Graduates of the Educational Technology specialization will be prepared to take on these challenges and to assume the lead in advocating technological innovation in educational environments. Learners will develop in-depth knowledge of the analytical, planning, implementation, and evaluation processes necessary to implement the new and expanding technologies into the classroom and to promote technological competence in their administrations. In addition, learners will explore germinal and contemporary research in educational technology, instructional design, instructional media, and distance learning. The Educational Technology specialization is consistent with the University's mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. The program is designed to emphasize educational leadership and to focus on applied research that improves the design, development, and integration of appropriate learning technologies into education, industry, and government

Program Goals

Upon completion of all program requirements of the Educational Technology specialization of the Doctorate in Education in Educational Leadership degree, learners will be able to:

- Support and enhance the educational process through technological innovation
- Manage and lead organizational reform and transformation through strategic decision-making
- Design, develop, and implement technology solutions to enhance learning
- Balance the competing priorities of technology and curriculum based on research, theory, and experience
- Demonstrate strategies for life-long learning and continuous improvement of technological competence

Program Structure

The Ed.D/ET program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the third year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University's vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ed.D/ET degree is the successful completion and oral defense of a significant, substantial, and independently completed dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program's curriculum is designed to develop the student's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research methodology for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this degree.

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/edd-et>.

EdD/ET Program Category Requirements

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

Doctoral Foundations, 4 total credits

COM 705	1 credit
Communication Strategies	
SEM 700R ~	0 credits
Doctoral Program Orientation Seminar	
LDR 711A ~	3 credits
Leadership Theory and Practice	

Foundations in Educational Leadership and Technology, 12 total credits

EDD 711 ~	3 credits
Social Contexts and Contemporary Issues	
CUR 711 ~	3 credits
Developmental and Learning Theories	
EDT 711 ~	3 credits
Educational Technology Research	
EDD 712~	3 credits
Leadership in Contemporary Organizations	

Research Foundations, 6 total credits

RES 711 ~	3 credits
Fundamental Principles of Sound Research	
RES 722A ~	3 credits
Research Design	

Advanced Research Design, 3 total credits

RES 723 ~	3 credits
Advanced Statistical Research Methods and Design	
RES 724 ~	3 credits
Qualitative Methods and Design	

Techniques and Practices in Educational Technology, 12 total credits

EDD 721 ~	3 credits
Planning and Leading Change	
EDT 721 ~	3 credits
Instructional Design	
EDT 722 ~	3 credits
Distance Learning	
EDT 723 ~	3 credits
Instructional Media and Design Techniques	

Doctoral Residencies, 10 total credits

PHL 700R ~	3 credits
Creative and Critical Thinking	
DOC 721R ~	2 credits
Doctoral Seminar I	
DOC 731R ~	3 credits
Collaborative Case Study	
DOC 732R ~	2 credits
Doctoral Seminar III	
DOC 740R	0 credits
Annual Renewal Residency	

Advanced Inquiry in Educational Technology Leadership, 9 total credits

EDT 731 ~	3 credits
System Analysis and Design	
EDD 732 ~	3 credits
Contemporary Policy Analysis and Development	
EDT 732 ~	3 credits
Integrating Technology and Curriculum	

Advanced Research Analysis, 3 total credits

RES 725 ~	3 credits
Descriptive and Comparative Data Analysis	
RES 726 ~	3 credits
Correlational Methods of Analysis	
RES 727 ~	3 credits
Approaches to Phenomenological Inquiry and Data Analysis	
RES 728 ~	3 credits
Qualitative Case Study	
RES 729 ~	3 credits
Ethnomethodology and the Study of Culture	
RES 745 ~	3 credits
Grounded Theory Methods	
RES 746 ~	3 credits
Mixed Methods	

Dissertation, 9 total credits

DOC 722 ~	3 credits
Doctoral Seminar II	
DOC 733 ~	3 credits
Doctoral Dissertation	
DOC 734 ~	3 credits
Doctoral Project IV	

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~	3 credits
Doctoral Dissertation	
DOC 734 A and B~	3 credits
Doctoral Project IV	

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the EdD/ET

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LL.M). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Academic Progression Requirements for the EdD/ET

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
 - Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725-RES 729)
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Minimum Grade Requirements for the EdD/ET

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Degree Requirements for the EdD/ET

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Education and will not reflect the specialization. Specializations are reflected on the transcript only.

Residency Requirements and Course Waivers for the EdD/ET

Students must meet the following residency requirements:

- Completion of physical residencies.
 - Five-day residency at the beginning of the program.
 - Three-day residency at the beginning of year two.
 - Eight-day residency at the beginning of year three.
 - If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.

- Students may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
 - The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
 - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
 - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, EDT 721, EDT 732, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
- The dissertation may not be waived.

Course Descriptions for the Edd/ET

COM 7051 credit

Communication Strategies

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

SEM 700R0 credits

Doctoral Program Orientation Seminar

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

LDR 711A3 credits

Leadership Theory and Practice

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

EDD 7113 credits

Social Contexts and Contemporary Issues

This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

CUR 7113 credits

Developmental and Learning Theories

Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.

EDT 7113 credits

Educational Technology Research

This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.

EDD 7123 credits

Leadership in Contemporary Organizations

This course explores organization theory, culture, and change. The influence of leadership on the organization is examined in depth. The different functions of administration, management, and leadership are of focus.

RES 7113 credits

Fundamental Principles of Sound Research

RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A3 credits

Research Design

This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 7233 credits

Advanced Statistical Research Methods and Design

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

RES 724 3 credits

Qualitative Methods and Design

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

EDD 721 3 credits

Planning and Leading Change

This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

EDT 721 3 credits

Instructional Design

This course focuses on the principles of instructional design including a survey of instructional design models. Using the overarching ADDIE process learners will relate each of the five design phases to an educational goal. From their analyses, learners will justify the use of an instructional design model and produce a course-level unit.

EDT 722 3 credits

Distance Learning

This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.

EDT 723 3 credits

Instructional Media and Design Techniques

Learners will apply instructional design principles in the development of electronic media. Learners explore delivering instruction through multimedia and/or multiple modalities with a focus on matching appropriate technologies to learning outcomes. Design principles include the effects of contrast, continuity of text and graphics, relevancy of graphics to text, and alignment.

PHL 700R 3 credits

Creative and Critical Thinking

This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R 2 credits

Doctoral Seminar I

This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R 3 credits

Collaborative Case Study

This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R 2 credits

Doctoral Seminar III

This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R 0 credit

Annual Renewal Residency

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

EDT 731 3 credits

System Analysis and Design

This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners' present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piecemeal technology adoptions.

EDD 732 3 credits

Contemporary Policy Analysis and Development

This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.

EDT 7323 credits

Integrating Technology and Curriculum

This course is designed to develop strategies for effective and appropriate integration of digital technology and educational goals. Learners explore the possibilities enabled by technology, the perceived need to master technologies for vocational readiness, and the design of technological implementations that enhance educational experiences. A running theme of this course is balancing the competing priorities of technology and curriculum decisions.

RES 7253 credits

Descriptive and Comparative Data Analysis

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

RES 7263 credits

Correlational Methods of Analysis

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

RES 7273 credits

Approaches to Phenomenological Inquiry and Data Analysis

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

RES 7283 credits

Qualitative Case Study

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

RES 7293 credits

Ethnomethodology and the Study of Culture

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

RES 7453 credits

Grounded Theory Methods

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

RES 7463 credits

Mixed Methods

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

DOC 7223 credits

Doctoral Seminar II

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 7333 credits

Doctoral Dissertation

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 3 credits

Doctoral Project IV

This is the final course in the program's sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A 3 credits

Doctoral Dissertation

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B 3 credits

Doctoral Dissertation

This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

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PROFESSIONAL PROGRAMS

CREDIT-BEARING CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- Signed Certificate Application
- Applicants whose native language is not English must have either:
 - Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
- or-
- Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
- or-
- Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-
- Achieved a minimum score of 75 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
- or-
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
 - Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
 - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.

- U.S. high school diploma or GED administered in English.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Applicants (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.
 - Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
 - Applicants who reside in the United States must meet one of the following requirements:
 - Be a legal resident of the United States
 - Have been granted permanent residency
 - Have a valid visa that does not prohibit educational studies
 - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
 - Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.
 - Applicants who reside in Canada must meet one of the following requirements:
 - Be a legal resident of Canada
 - Be a landed immigrant
 - Have a valid visa that does not prohibit educational studies
 - A signed Enrollment/Disclosure Agreement.
 - Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean
- Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.
- Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.
 - Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.

Students attending a local campus in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to University Services.

- Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.
- Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University's sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR immunization requirement may be granted for the following reasons:

- A medical exemption may be granted to specific vaccines.
 - A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
 - The physician must state the length of time during which the vaccine would endanger the student's health or life.

- The exemption certification must be signed by the physician on the physician's printed stationery.
- A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization.
- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
- A copy of each exemption must be kept in the student's health record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

- The student was born before January 1, 1957 (applicable to MMR vaccine only).
- The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)
- The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
- The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
- The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
- The student has submitted a statement that immunization is contrary to his/her religious beliefs.

- The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

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

Project Management

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

The project management course sequence focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

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/pm>.

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

Required Course of Study for the PM

CPMGT 300	3 credits
Project Management	
CPMGT 301 ~	3 credits
Strategic Portfolio and Project Management	
CPMGT 302 ~	3 credits
Procurement and Risk Management	
CPMGT 303 ~	3 credits
Project Estimating and Control Techniques	
CPMGT 304 ~	3 credits
Leading Projects in Organizations	
CPMGT 305 ~	3 credits
Project Management Capstone	

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

Additional Admission Requirements for the PM

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

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

Certificate Completion Requirements for the PM

Credit Bearing Certificate completion requirements are the following:

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