Application for Registration / Renewal of Postsecondary School

Prepared for the State of Iowa Secretary of State

February 2009

TABLE OF CONTENTS

1. APPLICATION

2. ATTACHMENTS

Attachment No.

Des Moines Campus Catalog ..... A

Accreditation Documentation ..... B

State Agency Approval List C

Campus Address List ..... D

Program Curriculum ..... E

Tuition and Fees ..... F

Refund Policy ..... G

Form PS-1 Rev. 07/04

MICHAEL A. MAURO
Secretary of State
State of Iowa

Application for Registration/Renewal of Postsecondary (261B) School

For Office Use Only	School No.: _____	Bar Code
	Expir. Date: _____	
	Date Entered: _____	

Pursuant to Iowa Code Chapter 261B, the undersigned school applies for registration to conduct or maintain one or more courses of instruction, including courses of instruction by correspondence, where the courses are offered in Iowa or the school has a presence in Iowa and desires to offer courses in other states or foreign countries.

READ THE INSTRUCTIONS BEFORE STARTING THE APPLICATION
SUBMIT THE REGISTRATION AND ALL SUPPORTING MATERIALS IN DUPLICATE

All items must be completed before the application will be considered. Attach additional pages as needed to provide the requested information. Other documents or materials may also be attached to support the application, which must be *tabbed and clearly marked.*

This application is (check one):

- ☐ Initial Application ($4,000 fee enclosed)
- ☐ Substantive Change Renewal Application ($1,000 fee enclosed)
- ☑ Four Year Renewal ($4,000 fee enclosed)
- ☐ Amendment to current registration (no fee)

(Registrations shall be renewed every four years or upon any substantive change in program offerings, location, or accreditation.)

PART A - IDENTIFICATION

1. This application is filed on behalf of:

Name or title of school: University of Phoenix

Address(es) of principal office(s): 4615 East Elwood Street
Phoenix, AZ 85040

Telephone No. (including country or area code): 480-966-9577

2. State the name, business address and telephone number, and home address of the chief executive officer of the school:

William J. Pepicello, Ph.D., President
4615 East Elwood Street, Phoenix, AZ 85040, Phone: 480-966-9577

3. State the name, address, and telephone number of a contact person in Iowa:

Chris Mason, Campus Director, 6600 Westown Pkwy, West Des Moines, IA 50266 Phone: 515-273-8567

4. State the name, address, and title of the other officers and members of the legal governing body of the school:

The names of the University's Board of Directors and Administration can be found in the University Catalog, Attachment A, p. A105 - A106. All individuals listed may be contacted through the University's Central Administration at: 4615 East Elwood Street, Phoenix, AZ 85040.

5. State the names and addresses of persons owning more than 10% of the school:

University of Phoenix is an Arizona corporation and a wholly-owned subsidiary of Apollo Group, Inc., a publicly traded company on the NASDAQ exchange (APOL).

6. Name all agencies accrediting the institution.

Name	Address and Telephone Number	Is this agency recognized by the U.S. Department of Education?
	Please see Attachment B for the	[ ] Yes [ ] No
	University's accreditations which are	[ ] Yes [ ] No
	recognized by the Department of Education	[ ] Yes [ ] No

7. List the state and approval or registration agency for all states in which your institution has been approved or registered for operation.

State	Name and Address of Approval Agency
	Please see Attachment C for a list of state approval agencies.

8. Is your school subject to a limitation, suspension or termination order issued by the U.S. Department of Education or its successor agency.? [ ] Yes [✓] No If yes, explain below.

9. Is your institution free of sanctions from all accrediting agencies and appropriate state agencies in all other states in which the school operates or maintains a presence? [✓] Yes [ ] No If no, explain below.

PART B - PROGRAMS

10. Do you: Enroll students in Iowa? [✓] Yes [ ] No Employ Iowa faculty? [✓] Yes [ ] No

Do you intend to: Enroll students in Iowa? [✓] Yes [ ] No Employ Iowa faculty? [✓] Yes [ ] No

Describe current operations or plans to enroll students in Iowa or employ Iowa faculty.

The University has been approved to operate in Iowa since April 2004, and currently maintains a campus in Des Moines and a student resource center in Cedar Rapids.

11. Will your institution comply with *Iowa Code* section 261B.7 limiting the use of references to the Secretary of State, State of Iowa, or College Student Aid Commission in promotional material? (See enclosed copy of the *Iowa Code* for details)

[✓] Yes [ ] No

12. In addition to the principal school address(es) provided in Item 1, state the addresses of all other locations in Iowa, in other states, and in foreign countries where instruction is likely to occur (e.g., classroom instruction, correspondence instruction (origination):

Please see Attachment D for a list of school addresses. Address information may also be found in the University's Catalog, Attachment A, p. A97 - A103.

13. Provide the names or titles and a description of the courses to be offered (the school may include a current catalog of courses with course descriptions):

Please see Attachment E for the names/titles and descriptons of courses offered in Iowa. Course information can also be located in the University Catalog, Attachment A, p. A1 - A41.

14. Provide the academic and instructional methodologies and delivery systems to be used by the school and the extent to which the school anticipates each methodology and delivery system will be used, including, but not limited to, classroom instruction, correspondence, electronic telecommunications, independent study, and portfolio experience evaluation.

The University offers undergraduate and graduate degree programs. Courses are intensive in nature, generally lasting five weeks for undergraduate programs and six weeks for graduate programs. Multiple entry points allow students convenient entry into a cohort. Each weeks students meet in a "large section" or "lecture" class meeting. In addition, students meet each week in Learning Team Groups, similar to a "small section" or "break out" class meeting. Students typically take one course at a time which allows full-time working students to devote their resources and attention to one subject. This structure enhances learning while allowing students to balance other responsibilities. For more information on the University's Teaching and Learning Model, please refer to the University's Catalog, Attachment A, p. 11 - 15.

15. Provide the names or titles and a description of degrees to be offered by the school:

Please see Attachment E for the names/titles and descriptions of degree programs offered in Iowa. Degree program information can also be found in the University Catalog, Attachment A, p. 49 - 69.

16. Identify the name of the accreditation body and the status under which the accreditation is held. Attach a copy of accreditation document(s).

The University is accredited by the Higher Learning Commission (HLC). Please see Attachment B.

PART C - TUITION/POLICIES

17. State the tuition charges, fees and other costs payable to the school by a student. (The school should attach and tab a copy of a fee schedule produced for distribution to students/applicants.)

Please see Attachment F for the tuition costs, fees and other costs payable by the student. Tuition and fees information is also located in the University Catalog, Attachment A, p. 71 - 73.

18. State the refund policy of the school for return of refundable portions of tuition, fees, or other charges. (The school should attach and tab a copy of a refund policy statement produced for distribution to students/applicants.)

Please see Attachment G for the University's refund policy. The refund policy is also located in the University Catalog, Attachment A, p. 84 - 87.

19. Will your institution comply with the requirements of *Iowa Code* section 261.9(1)"e" to "g"? (See enclosed copy of the *Iowa Code* for details.) [✓] Yes [ ] No

20. Does your institution agree to file annual reports that the Commission requires from all Iowa colleges and universities? [✓] Yes [ ] No

21. Describe the procedures followed by the school for preservation of student records.

All student records are maintained by Central Administration in Phoenix, AZ through a centralized database. Records can be accessed at the campus level through the University application, Campus Tracking.

PART D - SIGNATURE

Signature

2/20/09
Date

SUBMIT THE REGISTRATION AND ALL SUPPORTING MATERIALS IN DUPLICATE

IMPORTANT!!

If any information contained in this application changes, the school must inform the Secretary within 90 days by filing an Amended Application clearly indicating the information which is being amended.

Appendix A

The University submits the following statements and attachments demonstrating satisfaction of the rules concerning registration standards.

Approval Criteria

The college student aid commission shall approve applicant schools that:

1. Are accredited by an agency recognized by the United States Department of Education Accrediting Agency Evaluation Unit or its successor agency.

The University of Phoenix is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. (Please see Attachment B).

2. Are approved for operation by the appropriate state agencies in all other states in which the schools operate or maintain a presence.

Please see the list of states in which the University is approved for operation (included as Attachment C in the Application for Renewal of Postsecondary School).

3. Are not subject to limitation, suspension or termination order issued by the United States Department of Education or its successor agency.

The University is not subject to any limitation, suspension or termination by the United States Department of Education.

4. Are free of sanctions from the schools' accrediting agencies and appropriate state agencies in all other states in which the schools operate or maintain a presence.

The University is free of sanctions in all states referenced above.

5. Enroll students who attend classes in Iowa and employ at least one full-time Iowa faculty member or program coordinator devoted to Iowa students who has graduate degrees, special training, experience, creative production or other accomplishments or distinctions that qualify them for their specific assignments.

The University currently enrolls students in Iowa and employs at least one appropriately qualified full-time Iowa faculty member or program coordinator.

6. Comply with Iowa Code section 261B.7 limiting the use of references to the secretary of state, state of Iowa, or college student aid commission in promotional material.

The University complies with this requirement.

7. Comply with the requirements of Iowa Code section 261.9(1)"e" to "h."

The University agrees to comply with this requirement.

8. File annual reports that the commission requires from all Iowa colleges and universities.

The University complies with this requirement and completes annual surveys and reports for the Commission.

9. Demonstrate financial viability by providing a copy of the institutions' most recent audit prepared by a certified public accounting firm no more that 12 months prior to the application that provides an unqualified opinion.

Please refer to the enclosed copy of the Apollo Group, Inc. 2008 Form 10-K Annual Report (Attachment H).

10. Provide students with access to learning resources, inducing library and other support services requisite for its degree programs.

To accommodate the needs of busy working professional students, the University offers extensive library resources online. The online distribution of information is well suited to the needs of today's professionals. It offers a functional version of the types of information systems that University of Phoenix students and faculty will be expected to use throughout their careers. It also allows for equitable sharing of library resources among students and faculty members since all library patrons enjoy access to the same broad spectrum of resources regardless of where they teach or attend class.

University of Phoenix's electronic library is available to students 24 hours a day, seven days a week. A professional library staff is available via telephone and online to assist students with research and technical questions. In addition to its digital resources, the library offers document retrieval and interlibrary loan services to students with specialized research needs.

Please see pages 2 through 10 of the University Catalog, (Attachment A to the Application for Renewal of Postsecondary School), for more information on the University's library.

11. Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) being registered in Iowa.

Academic Program Councils exist for each program at the University. These committees are responsible for curriculum development and are comprised of representatives of both the core and associate faculties. They have responsibility for the content, coherence, and quality of the curriculum, as well as faculty requirements and competencies for each course in the program. The Dean or an Associate Dean of the college chairs the Councils and coordinates Council membership to ensure balanced representation across regions and campuses. These faculty Councils are the best-equipped and most logical

groups to undertake the task of research and development of conceptual frameworks and objectives for each program.

12. Demonstrate that the schools have adequate physical facilities that are appropriate for the program(s) being offered and are located in Iowa.

The Des Moines campus is located at:

6600 Westown Parkway
West Des Moines, IA 50266

The Cedar Rapids Student Resource Center is located at:

3726 Queen Court SW
Cedar Rapids, IA 52404

The University of Phoenix Iowa campus and resource center facilities are located in class A space. The facilities include reception, classroom, resource center and computer lab spaces, as well as study rooms, vending areas for student and staff, office/cubicle space for faculty and administrative staff, and space for IT/data servers. Ample parking is available for all students and staff.

13. Include a statement, signed by the chief executive officer of the applicant school, demonstrating the institution's commitment to the delivery of programs located in Iowa, and agreeing to provide alternatives for students to complete their programs at the same or other institutions if the applicant school closes the program before students have completed their courses of study.

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

University of Phoenix
Statement of Commitment Regarding Program Completion
Made Pursuant to IAC 283-21.2

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

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

3/3/09
Date

University of Phoenix Catalog

Des Moines Campus

University of Phoenix
Thinking ahead.®

Volume 41 | 2008-2009 | Effective December 1, 2008 thru May 31, 2009

TABLE OF CONTENTS

UNIVERSITY OF PHOENIX **1**
Ownership Information 1
Mission 1
Purposes 2
Accreditation and Affiliations 2
Academic Programs 2
Enrollment and Student Profile 2
University Library 2
Current Database Components of the University Library 3

THE UNIVERSITY'S TEACHING AND LEARNING MODEL **11**
Active Learning 11
Collaboration 11
Emphasis on Application and Relevance 11
University-Wide Learning Goals 11
Curriculum 11
Convenience of Time and Place 11
Access 11
Program Format 11
Student-Friendly Services 12
Learning Teams 12
Faculty 12
Academic Quality and Outcomes Assessment-Ensuring Consistent Quality 12
Student Technology Recommendations and Competencies 13
Online Learning System 13
Distance Education 14
Group-Based Online Education 14

UNIVERSITY POLICIES **17**
Calendar 17
Course Cancellation 17
Directed Study 17
Concurrent Enrollment 17
Maximum Credit Load 17
Course Credits 17
Student Identification Numbers 17
Name and Social Security Number Changes 17
Class Attendance 17
Duplication of Credit 18
Course Audit Policy 18
Change in Student Status 18
Re–Entry Students 18
Transfer of Credit 18
Nondiscrimination Policy 19
Harassment Policy 19

The Americans with Disabilities Act (ADA) 19
Acceptable Use of University Computing and Communication Resources 19

CONSUMER INFORMATION 23
Rights Under the Family Educational Rights and Privacy Act (FERPA) and Consumer Privacy Policy 23
Solomon Act 23
Available Financial Assistance 23
Cost of Attendance 23
Requirements for Officially Withdrawing from the University 24
Academic Program and Instructional Facilities Information 24
Entities that Accredit, License, or Approve the University of Phoenix 24
Services for Disabled Students 24
Drug and Alcohol Abuse Prevention Program 24
Title II of the Higher Education Act-Academic Year 2004-2005 Report 24
Dissemination of Institutional and Financial Assistance Information 24
Student Completion Rate 25
Campus Safety Information 25

STUDENTS' RIGHTS AND RESPONSIBILITIES 27
Student Code of Conduct 27

ACADEMIC POLICIES 31
Academic Advisement 31
Admission Status 31
Academic Probation 31
Academic Disqualification 32
Disqualified for Admission (DA) Academic Status 32
Scholastic Disqualification 32
Scholastic Suspension 32
Student Falsification of Information 32
General Student Grievances 32
Student Appeals Center (SAC) 33
State Boards 33
Grading Procedures 33
Grade Reports and Transcripts 35
Grade Disputes 35
Program Changes 35
Diploma Application and Degree Conferral 35
Degree Posting 35
Graduation with Honors 36
Participation in Commencement Ceremony 36
Graduation Deadlines 36
Disclaimer on Job Placement 36

UNIVERSITY OF PHOENIX QUALITY IMPROVEMENT INITIATIVES 37
Outcomes Assessment 37

ACADEMIC RESEARCH GROUP **39**
Mission Statement 39
Adult Learning Outcomes Assessment Tasks 39
Academic Quality Management System (AQMS) 39

ALUMNI ASSOCIATION **41**
Career Services Opportunities 41
Additional Information 41

UNDERGRADUATE PROGRAMS **43**
Admission Procedures 43
Undergraduate Admission Requirements 44
Introductory Course Sequence 44
Academic Progression 44
Waivers 45
Degree Requirements 45
Degree Completion Options 45
General Education 45
Prior Learning Assessment 47
JOHN SPERLING SCHOOL OF BUSINESS - UNDERGRADUATE 49
The Bachelor of Science in Business 49
The Bachelor of Science in Business/Major in Administration 50
in Management 51
The Bachelor of Science in Business/Majorin Marketing 53
COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY 55
Bachelor of Science in Information Technology 55
COLLEGE OF HEALTH AND HUMAN SERVICES 57
Academic Policies for the College of Health and Human Services 57
The Bachelor of Science in Human Services/ Management 57

GRADUATE PROGRAMS **61**
Admission Procedures 61
Graduate Admission Requirements 62
JOHN SPERLING SCHOOL OF BUSINESS - GRADUATE 63
Master of Management 63
Master of Business Administration 65
Master of Business Administration/Marketing 67

TUITION AND FEES **71**
UNDERGRADUATE (Des Moines) 71
GRADUATE (Des Moines) 73

FINANCIAL AID **75**
Federal Pell Grants 75
Federal Supplemental Education Opportunity Grant (FSEOG) 75
Academic Competitiveness Grant (ACG) 75
National Science and Mathematics Access to Retain Talent (SMART) Grant 75
Federal Perkins Loan 76

Federal Stafford Student Loans 76
Federal PLUS Loans 77
Advantage Grant 77
Scholarships 77
State Grants 77
Private Student Loans 77
Prior Loan Deferments 77
Financial Aid Entrance and Exit Interviews 77
Application of Funds to Your University Account 78
Satisfactory Academic Progress Policy for Title IV Recipients 78
Financial Aid Appeals 79
Leave of Absence 79
Return of Title IV Funds 80
Statement of Educational Purpose 81
Referrals to the Office of Inspector General 81

FINANCIAL POLICIES AND PROCEDURES 83
Payment Policies 83
Processing Fee and Late Fees 83
Veterans Educational Benefits 83
Refund Policy 84
Applicable Refund Policies 87

COURSE DESCRIPTIONS A-1
UNDERGRADUATE A-1
GRADUATE A-43

CAMPUS DISABILITY SERVICES ADVISORS A-95

FACILITIES A-97

UNIVERSITY ADMINISTRATION A-105

ACADEMIC CABINET AND FACULTY A-106

FACULTY A-107
JOHN SPERLING SCHOOL OF BUSINESS - UNDERGRADUATE A-107
JOHN SPERLING SCHOOL OF BUSINESS - GRADUATE A-108
COLLEGE OF ARTS AND SCIENCES A-109
COLLEGE OF EDUCATION A-110
COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY A-111
COLLEGE OF HEALTH AND HUMAN SERVICES A-112

2008-2009

UNIVERSITY OF PHOENIX

DES MOINES CATALOG

"As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students."

Dr. John G. Sperling
Founder and
Chairman of the
Board

Information contained in this catalog is subject to change at the discretion of the University of Phoenix without prior notification.

In the event of any inconsistency between the information contained in this catalog and any other material, the information contained in the catalog shall take precedence.

The University of Phoenix is not responsible for information or claims made by individuals not affiliated with the University that is contrary to University of Phoenix published material.

Annual Security Report Notice

The University of Phoenix annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes the sex offender registry, institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. You can obtain a copy of this report by contacting your local Campus Security Authority or by accessing the following
Web site: http://www.phoenix.edu/safety.

UNIVERSITY OF PHOENIX

Beginnings -- A Brief History

In 1976, the leading edge of the Baby Boom generation was just turning 30. That same year saw the introduction of the first personal computer, the Apple I -- an event that signaled the birth of a new economic system in which intellectual capital would eventually supplant industrial might as the dominant economic force. These milestones marked the beginning of a sea of change in higher education, though many (perhaps even most) within that system did not recognize it at the time.

Considered together, these phenomena suggested that the jobs that would make up the workforce of the future were only just beginning to be created or imagined. In order to fill those jobs, the bulk of the new workforce would require higher-level knowledge and skills than those needed in a manufacturing economy. At the same time, the largest-ever age cohort of the population, adult learners, would be going through the stages of life during which they would be most affected by the coming economic dislocation and would need advanced education to adapt to these changes.

It was in this historical context in 1976 that Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would in a very short time herald the return of ever larger numbers of adult learners to formal higher education.

In the early 1970s, at San Jose State University in San Jose, California, Sperling and several associates conducted field-based research in adult education. The focus of the research was to explore teaching/learning systems for the delivery of educational programs and services to adult learners who wished to complete or further their education in ways that complemented both their experience and current professional responsibilities. At that time colleges and universities were organized primarily around serving the needs of the 18-22 year-old undergraduate student. That is not all surprising, given that the large majority of those enrolled were residential students of traditional college age, just out of high school. According to Sperling adult learners were invisible on the traditional campus and were treated as second-class citizens:

Other than holding classes at night (and many universities did not even do this), no efforts were made to accommodate their needs. No university offices or bookstores were open at night. Students had to leave work during the day to enroll, register for classes, buy books or consult with their instructors and advisors. Classes were held two or three nights per week and parking was at the periphery of a large campus. The consequence, according to Dr. Sperling was that most adult learners were unable to finish a four-year program in less than eight years, or a two-year program in less than four years (Tucker, 1996, p. 5).

Sperling's research convinced him not only that adult learners were interested in furthering their educational goals, but also that this group differed from their younger counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of the adult learner population. He suggested how these institutions would pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University's mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of adult learners. This focus informs the University's teaching and learning model, approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of adult learners.

Over the last quarter-century, University of Phoenix has come to be regarded by many as a leader and change agent in higher education. Outside observers often attribute this to the University's dedication to creating applied professional education for adult learners, an academic model designed specifically to facilitate adult learning, and an organizational culture that prizes innovation. The University has continued to evolve and endeavors to improve continuously.

Now, almost thirty years later, current research has identified a growing segment of traditional-aged students whose members are more like the older student population the University currently serves. Larger numbers of young people entering colleges today, work at least part time, if not full time, while attending school. For these "non-traditional" traditional-age students, the educational tenets developed by John Sperling in the late 1970s readily apply to the ways they learn best.

Ownership Information

University of Phoenix, Inc. is a wholly-owned subsidiary of Apollo Group, Inc. (the "Parent"). The Parent's voting stock (Class B Common Stock) is 100 percent held by management. The Parent has one class of non-voting stock (Class A Common Stock) which is publicly traded on the NASDAQ Stock Exchange under the symbol "APOL". The Parent files quarterly and annual financial statements with the Securities and Exchange Commission and these are available to the general public. The University's central administration offices are located in Phoenix, Arizona.

Mission

The Mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

Purposes

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

Accreditation and Affiliations

University of Phoenix is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (30 N. LaSalle St., Ste. 2400, Chicago IL 60602-2504; (312) 263-0456, (800) 621-7440). The Associate of Arts in Business, Associate of Arts in Accounting, Bachelor of Science in Business, Master of Business Administration, Executive Master of Business Administration, Master of Management, Doctor of Management and Doctor of Business Administration programs are accredited by the Association of Collegiate Business Schools and Programs (www.acbsp.org).

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, the Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, the American Assembly of Collegiate Schools of Business, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Arizona Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizonathe National Association for Foreign Student Admissions the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support.

Academic Programs

Undergraduate and graduate programs at University of Phoenix are offered in business and management, and information technology. Undergraduate students are required to complete general education requirements that are distributed across traditional liberal arts categories and interdisciplinary components. General Education requirements are described in greater detail in the Undergraduate Programs section of the catalog. Not all programs are offered at all campuses. Specific programs offered are listed later in this catalog.

Enrollment and Student Profile

As of the fiscal year ending August 31, 2006, University of Phoenix had an enrollment of over 260,000 students and had expanded to include 211 campuses and learning centers in 39 U.S. States as well as locations in the District of Columbia, Puerto Rico, Alberta, British Columbia, and the Netherlands. Additionally, University of Phoenix offers degree programs globally through its online delivery system.

According to students responding to a registration survey, the average student is in his or her mid-thirties (33 for undergraduates and 36 for graduates) and has been employed full-time for about 13 years. Gender of entering students is approximately 63 percent female and 37 percent male. Approximately 44 percent of entering students reported belonging to an ethnic minority.

Currently, across University of Phoenix, approximately 46 percent of the students are seeking undergraduate business or management degrees and 11.3 percent are seeking graduate business or management degrees. Enrollments in other University of Phoenix degree programs include: 13.6 percent in health sciences and nursing, 8.4 percent in technology, 6 percent in education, 10.6 percent in social and behavioral sciences, and 2.3 percent in general studies.

University Library

The University of Phoenix Approach to Library Services

As busy working professionals, our students and faculty members know how difficult it can be to travel to a distant library and match their schedules to library building hours. To accommodate student and faculty needs, University of Phoenix offers its library services online. This online distribution of information is well suited to the needs of today's "knowledge workers" and offers a functional version of the types of information systems University of Phoenix students and faculty will be expected to use throughout their careers.

The core of our library web site is the University Library, a collection of databases available to all students and faculty at any time and from virtually any location where an Internet connection is available. In addition to our University Library, the library maintains selected links to other worthwhile sites on the web and provides user education and research assistance.

The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members at all University of Phoenix learning centers and in our distance education programs. Instead of encountering disparities in library resources between large and small learning centers and between on-campus and online students, University of Phoenix library patrons enjoy access to the same broad spectrum of resources regardless of where and how they attend class.

What is in the University Library?

Thousands of scholarly journals and periodicals holding millions of full-text articles relevant to each University of Phoenix degree program are contained in the databases. In addition, financial reports on over 10,000 public companies and a variety of directories and other reference publications are available. The databases included in the University Library are commercial products held by the University under a license agreements with content providers and will not be found through databases freely available to the general public like Web pages found through an Internet search engine.

Current Database Components of the University Library

Article Databases - Major

These databases are appropriate for all subjects and are configured to provide full-text articles.

EBSCOhost

EBSCOhost includes the full text of nearly 8,000 periodicals, including over 4,000 scholarly journals. This resource is appropriate for courses in all subjects.

ProQuest

ProQuest® includes full text coverage of over 9,000 periodicals and over 4,000 peer-reviewed journals, including the Wall Street Journal and New York Times. Searches in ProQuest® can be limited to a particular publication type (newspapers or periodicals) depending on specific research needs. This resource is appropriate for courses in all subjects.

Thomson Gale PowerSearch

Thomson Gale PowerSearchTM, formerly InfoTrac OneFile®, includes full text access to over 13,000 periodicals and more than 6,000 peer-reviewed journals, with historical coverage from 1980.

Article Databases - Specialized

These databases provide overviews and articles on computer science, political and social interests, world business and current affairs, distance learning, history, health and wellness, and various specialized topics.

ACM Digital Library

The ACM (Association for Computing Machinery) Digital Library contains over 69,000 full-text and conference proceedings related to all aspects of computer science. This resource is recommended for courses in information systems and technology.

American Health Line

American Health Line tracks the health care industry providing a daily news briefing on health care politics, policy, and business news at the state and national levels.

Business & Company Resource Center

Business & Company Resource Center is a comprehensive business database with content from periodicals, newsletters, directories, financial reports, and other authoritative sources. This database allows searching by company name, keywords, and other criteria. Tabbed results pages show different sources of information available for each company or subject covered in the database.

Business Insights

Business Insights, formerly known as Reuters Business Insight offers in-depth research reports regarding industries, marketing, and technologies. This database is recommended for courses in business and technology management.

Business Source Complete

Business Source Complete contains full text journals in all disciplines of business, including marketing, management, accounting, finance, and economics. Additional content includes SWOT analyses, case studies, financial data, conference proceedings, investment research reports, industry reports, market research reports, and more. Search criteria include keywords, company names, industries, and markets.

Clin-eguide

Clin-eguide provides evidence-based treatment recommendations for frequent and high-cost problems occurring in primary care, inpatient, and emergency department settings. Key performance improvement indicators ensure optimal patient outcomes and adherence to regulatory standards. Clin-eguide integrates diagnosis and treatment guidelines, disease monographs from the 5-Minute Consult Database, and pharmaceutical information.

CQ Electronic Library

CQ Electronic Library is a suite of reference products from Congressional Quarterly®. Contents include CQ Researcher, CQ Weekly, the Electronic Encyclopedia of American Government, the electronic version of the Washington Information Directory (eWID), the CQ Public Affairs Collection, CQ Insider, and the CQ Supreme Court Collection. This resource is recommended for courses in critical thinking, government, law, political science, and public affairs.

Economist.com

Economist.com is the premier online source for the analysis of world business and current affairs, providing authoritative insight and opinion on international news, world politics, business, finance, science, and technology, as well as overviews of cultural trends and industry, business and, country surveys. Economist.com publishes all articles from The Economist print edition (including those printed only in British copies) plus a searchable archive of all the Economist's articles back to January 2000. Links to other articles and to relevant sources on the web are included with many of the stories.

Educational Pathways

Educational Pathways (EdPath) is a newsletter that covers distance learning initiatives, programs, and practices. Articles are composed through in-depth interviews with educators working in the field and reflect some of the latest advances and practices in higher education.

Emerald

Emerald is a collection of scholarly journals in the field of management and business, with additional coverage in the areas of library science, information science, and criminal justice. All journals in Emerald are considered peer-reviewed.

Facts on File - News Services

Facts on File - News Services includes the Facts On File World News Digest, Editorials on File, Issues and Controversies on File, Issues and Controversies in American History, Reuters New Service, Today's Science of File, and the World Almanac and Book of Facts. This resource is useful for research about news events of the past 60 years and is especially recommended for courses in critical thinking and 20th century history.

Facts on File - Online Databases

Facts on File - Online Databases includes American History Online, American Women's History Online African-American History Online, American Indian History Online, Modern World History Online , Ancient and Medieval History Online, Science Online, and Blooms' Literary Reference Center. This resource is useful for History and Science research and is especially recommended for courses in critical thinking and history.

Faulkner's Advisory on Computers and Communications Technologies

Faulkner's Advisory on Computers and Communications Technologies (FACCTS) provides in-depth coverage of information technology and telecommunications. This database contains reports, diagrams, charts, tables, and illustrations on all aspects of computer technology and telephony. This resource is recommended for courses in information systems and technology, as well as technology management.

Health and Wellness Resource Center

The Health and Wellness Resource Center includes approximately 300 pamphlets, links to journal articles from InfoTrac OneFile, and many encyclopedias, including the following titles: Clinical Reference Systems, The Gale Encyclopedia of Childhood & Adolescence, The Gale Encyclopedia of Medicine, Medical and Health Information Directory, PDR Family Guide to Nutrition and Health, and the Gale Encyclopedia of Alternative Medicine. This resource is recommended for courses in nursing, health care, and nutrition.

IEEE Computer Society Digital Library

The IEEE Computer Society Digital Library provided by the Institute of Electrical and Electronics Engineers, Inc. (IEEE), offers 25 computing periodicals with archives back to 1988. Users will also find over 1,700 IEEE Computer Society conference publications published since 1995. Materials cover electronics, robotics, computer science, and telecommunications.

International Security and Counter Terrorism Reference Center

International Security and Counter Terrorism Reference Center offers information on many dimensions of security terrorism. Content includes hundreds of full text journals and periodicals, hundreds of thousands of selected articles, news feeds, reports, summaries, FAQs, and proprietary Background Information Summaries that pertain to terrorism and security. ISCTRC also combines deep background from scholarly writings with expert commentary from a variety of organizations, agencies, and publishers, as well as timely reviews of recent developments across the international political, military, economic, social, and technical spectrum.

Journal of Leadership Studies

The Journal of Leadership Studies (JLS) is published by John Wiley & Sons, Inc., on behalf of the School of Advanced Studies at University of Phoenix. JLS is a peer-reviewed journal with an emphasis on leadership research and theoretical contributions that bridge the gap between scholarship and practice and that exemplify critical inquiry into contemporary organizational issues and paradigms. The journal promotes interdisciplinary and interorganizational theory, fostering dialogue that transcends industry specific contexts and that explores leadership's role in improving organizational practices and human life.

Journals@Ovid

Journals@Ovid provides full-text access to leading journals of nursing and medicine from Lippincott, Williams, & Wilkins. This resource is recommended for courses in nursing and health care.

NBER Working Papers

The National Bureau of Economic Research (NBER) Working Papers database contains original research from 1994 to the present on a variety of topics in all aspects of economics. This resource is recommended for advanced courses in business and economics.

Opposing Viewpoints Resource Center

Opposing Viewpoints Resource Center includes the Greenhaven Press Opposing Viewpoints reference books as well as relevant magazine articles and other appropriate information sources. This resource is useful for research about controversial social issues and is especially recommended for introductory courses.

Policy Central

Policy Central is a comprehensive database of United States politics, government, and public affairs. Publications within the database include the Almanac of American Politics®, American Health Line™, National Journal®, Technology Daily, and many other valuable sources. This resource is recommended for courses in political science, health care administration, technology management, and all other subjects related to public policy.

ProQuest Historic Newspapers

ProQuest Historic Newspapers contains the full-text of five leading newspapers: the Christian Science Monitor, the Los Angeles Times, the New York Times, the Wall Street Journal, and the Washington Post. Coverage extends back to the first date of publication for all papers. For the most current issues of these papers, please use the main ProQuest link located under the heading "Article Databases -- Major."

PsycARTICLES

PsycARTICLES is a database of full-text articles from 53 journals published by the American Psychological Association (APA), the APA Educational Publishing Foundation, the Canadian Psychological Association, and Hogrefe & Huber. Coverage extends from 1985 to the present.

RDS Business Reference Suite

The RDS Business Reference Suite incorporates three separate components: TableBase, a database of statistical tables drawn from a variety of sources; Business and Management Practices, an index of solutions to common workplace issues; and Business and Industry, a database of articles from trade journal and industry newsletters. All three are available through a unique interface that allows highly advanced searching. Please note that RDS Business Reference Suite is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for intermediate and advanced courses in business.

Roll Call

Roll Call is a leading publication covering Congressional news and information. Roll Call provides up-to-the-minute news of the legislative and political events on Capitol Hill. The online version provides not only the full content of the print edition but also breaking news stories.

Sage Full Text Collections

Sage Full-Text Collections is a suite of over 200 journals from Sage Publications in the disciplines of Communication Studies, Criminology, Education, Management and Organization Studies, Nursing and Health Sciences, Political Science, Psychology, Sociology, and Urban Studies and Planning. All journals in Sage Full-Text Collections are considered peer-reviewed.

Security Management Practices

Security Management Practices, produced by Faulkner Information Services, provides full-text reports on topics as protecting organizational assets, implementing security measures, developing security strategy, enforcing security standards, maintaining relationships with law enforcement and other security-related agencies, conducting security audits, and other matters related to security for businesses and organizations. This resource is recommended for courses in criminal justice, information technology, security management, and technology management.

Bases de Datos en Español

Administración de Empresas (Ocenet Administración de Empresas)

Ocenet Administración de Empresas es una base de datos de recursos especializados en economía y administración de empresas. Esta dirigida especialmente a estudiantes de economía y escuelas de negocios, así como para profesionales del ámbito empresarial. Es una herramienta de apoyo al aprendizaje que además incorpora información útil para la práctica profesional como datos macro y micro económicos de diversos países, con énfasis en los de habla hispana. Esta base de datos concentra información de variada procedencia, ofreciendo una vision completa, desde el punto de vista teórico y práctico, de los temas relacionados con la administración de empresas y la economía. Incluye información de referencia, libros especializados, obras didácticas, publicaciones seriadas especializadas, indicadores económicos y diccionarios.

Ocenet Administración de Empresas is a database of specialized resources in economy and business administration. It is directed especially at economics students and business schools as well as at business professionals. It is a learning-support tool that also incorporates useful information for professional practice like the macro figures and micro economics of various countries-with emphasis on Spanish-speaking countries. This database concentrates information from various sources, offering a complete vision, both theoretical and practical, of the subject as it relates to business administration and economics. It includes reference information, specialized books, teaching works, specialized serial publications, economic indicators, and dictionaries.

Consulta

Ocenet Consulta es una base de datos que contiene más de 200,000 artículos en lengua española, con contenidos específicos de todos los países hispanoparlantes. Provee información de referencia que procede fundamentalmente del fondo editorial Océano. Incluye además artículos de revistas y publicaciones especializadas, revisados e indexados diariamente por editores profesionales. Tiene una sección especial de fuentes primarias en la cual se incluyen documentos históricos originales y obras claves de la literatura universal.

Ocenet Consulta is a database containing more than 200,000 articles in Spanish with contents from all Spanish speaking countries. Its reference information is based fundamentally in the editorial resources of Oceano, also including magazine articles and specialized publications revised and indexed daily by professional editors. It has a special section of basic resources including original historical documents and key works in universal literature.

Enciclopedia Universal en Español

La más completa enciclopedia en el idioma español, la Enciclopedia Universal en Español contiene sobre 47,000 artículos, además de 8,300 fotos e imágenes. También provee un diccionario de 65,000 vocablos, un atlas mundial y cronologías históricas. Es un recurso excelente para personas de habla hispana, estudiantes bilingües y estudiantes aprendiendo español.

The most complete encyclopedia in Spanish, the Enciclopedia Universal en Español contains more than 47,000 articles in addition to 8,300 photos and images. It also provides a 65,000-entry dictionary, a world atlas, and historical chronologies. It is an excellent resource for Spanish-speakers, bilingual students, and students learning Spanish.

Fuente Académica

Fuente Académica contiene sobre 200 revistas académicas en idioma español de Latinoamérica y Suramérica. Esta base de datos ofrece contenido en texto completo en las áreas de negocios y economía, ciencias médicas, política, leyes, ciencias de computadoras, bibliotecología y ciencias de la información, literatura, lingüística, historia, filosofía y teología. Fuente Académica provee contenido de casas editoras reconocidas en todo el mundo e incluye prestigiosas revistas académicas como Revista de Arquitectura, Estudios Sobre Educación, Revista de Estudios Hispánicos, Comunicación y Sociedad, Revista de Ciencias Políticas, y Revista Historia.

Fuente Academia contains over 200 Spanish language, scholarly academic journals from Latin and South America. This database offers full text content in academic areas including business and economics, medical sciences, political science, law, computer science, library and information sciences, literature, linguistics, history, philosophy, and theology. Fuente Academica provides content from respected publishers worldwide and includes prestigious journals such as *Revista de Arquitectura*, *Estudios Sobre Educacion*, *Revista de Estudios Hispanicos*, *Comunicacion y Sociedad*, *Revista de Ciencia Politica*, and *Revista Historia*.

ISI Economías Emergentes-Latinoamérica

ISI Economías Emergentes-Latinoamérica proporciona noticas del día de las empresas y industrias, los datos de los mercados financieros, y análisis macroeconomía de más que80 economías emergentes de Asia, Oceanía, Latinoamérica, Europa Central y del Este, el Oriente Medio y África.

ISI Emerging Markets - Latin America provides current news, company and industry information, financial markets data, and macroeconomic analysis from more than 80 emerging markets in Asia, Oceania, Latin America, Central and Eastern Europe, the Middle East and Africa.

Latin American Newsstand

Latin American Newsstand provee el texto completo de sobre 35 periódicos tanto en español como en portugués de América Latina. Cubre las áreas de artes, deportes, asuntos políticos y negocios de toda Latinoamérica. Incluye ocho periódicos de Brasil, siete periódicos de México y otras publicaciones de Argentina, Chile, Colombia, Perú, Puerto Rico y Venezuela. Latin American Newsstand provee acceso al periódico *El Nuevo Día* de Puerto Rico, al periódico *El Universal* de México, *O Globo* de Brazil y *La Nación* de Argentina, en otros. Además incluye revistas regionales y servicios cablegráficos-incluyendo el servicio de finanzas *Noticias Financieras*-el cual se centra en análisis financieros, tecnológicos, de mercado y tendencias económicas regionales.

Latin American Newsstand includes the full text of over 35 leading newspapers from numerous locations, including Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Mexico, Peru, Puerto Rico, Uruguay, and Venezuela. The interface is in Spanish; database content is predominantly Spanish with some additional content in Portuguese and English.

Medicina y Salud (Ocenet Medicina y Salud)

Ocenet Medicina y Salud es un centro de recursos que contiene información especializada en medicina, enfermería y salud. Esta dirigido a estudiantes de medicina, enfermería y carreras afines a la salud. Combina diversos recursos de información para ofrecer una visión completa de todos los temas de interés para profesionales de la salud, tanto desde el punto de vista teórico como práctico. Incluye obras para profesionales médicos, obras formativas, publicaciones seriadas especializadas, protocolos de enfermería, atlas de anatomía y diccionarios médicos.

Ocenet Medicina y Salud is a resource center containing specialized information on medicine, healthcare facilities, and health. It is directed at medical students, healthcare facilities, and careers related to healthcare. It combines various sources of information to offer a compete vision of all subjects of interest to healthcare professionals, in both theoretical and practical points of view. It includes materials for physicians, teaching materials, specialized serial publications, healthcare facility protocols, an anatomical atlas, and medical dictionaries.

Books, Dissertations, and Theses

Books @Ovid

Books @Ovid is a searchable collection of clinical texts in nursing and health sciences from Lippincott Williams & Wilkinson. Specific titles cover topics in critical care, pediatric nursing, emergency medicine, pharmaceutical drug references, nursing research, and theory. The complete text of each book is viewed in an interlinked interface, giving quick access to research and reference information. While Books @Ovid is a searchable database of book content for in-depth research, the contents are not downloadable electronic books.

Dissertations & Theses @ University of Phoenix

Dissertations & Theses @ University of Phoenix provides access to doctoral dissertations completed by learners at the University's School of Advanced Studies. For access to dissertations from a wide variety of institutions, use the ProQuest Dissertations and Theses - Full Text Link.

Forensic & Law Enforcement netBASE

Forensic & Law Enforcement netBASE is a collection of digital reference material focusing on forensic science, law enforcement, and criminal justice.

Info Security netBASE

Info Security netBASE provides an electronic collection of reference material focusing on information security, IT management, and IT auditing.

IT Knowledge netBASE

IT Knowledge netBASE offers over 170 reference documents focusing on computer engineering, programming language, system development, and computer architecture.

Oxford Scholarship Online

Oxford Scholarship Online is a database containing the full text of over 1000 scholarly books from Oxford University Press in the areas of economics and finance, philosophy, political science, and religion. Specially-commissioned abstracts and keywords are available at both the book and chapter level. This resource is recommended for advanced courses in economics and finance as well as electives in philosophy, political science, and religion.

ProQuest Dissertations and Theses - Full Text

ProQuest Dissertations and Theses -- Full Text contains the full text of over 600,000 dissertations and theses from universities throughout the United States and Canada. Almost all dissertations published since 1997 are available online with numerous older dissertations added continuously.

PsycBooks

PsycBOOKS, a resource from the American Psychological Association (APA), is a database of more than 13,000 chapters from over 700 books published by the APA and other distinguished publishers. The database includes scholarly titles published by the APA from copyright years 1953 - 2004. New book chapters are added continuously 18 months after initial publication. Database content includes 100 out-of-print books, classic books of landmark historical impact in psychology, and more than 1,500 authored entries from the APA/Oxford University Press Encyclopedia of Psychology.

Canadian Content

Canada Info Desk

Canada Info Desk is a comprehensive directory of businesses and organizations throughout Canada. The directory includes over 100,000 entries and provides both basic and advanced search capabilities.

Canadian Newsstand / CBCA Complete

Canadian Newsstand and Canadian Business and Current Affairs (CBCA) Complete are two databases with a Canadian emphasis hosted on the ProQuest platform. Canadian Newsstand includes daily newspapers from throughout Canada. CBCA Complete includes trade publications and academic journals with particular emphasis in business, current events, and education.

CPI.Q

CPI.Q, the online version of the Canadian Periodicals Index provides indexing and full-text coverage of selected Canadian and international periodicals from 1980 to the present. CPI.Q is the Library's exclusive online source for the Globe and Mail.

Company Directories and Financials

Dun & Bradstreet Key Business Ratios

Dun & Bradstreet Key Business Ratios provide industry averages for popular ratios that measure solvency, efficiency, and profitability. This resource is recommended for courses in finance.

IBISWorld

IBISWorld provides market research, economic, industry, and company reports. Market research includes full text industry analysis based on NAICS codes. Industry reports provide access to industry and company research reports for more than 700 industries; containing trends, statistics, analysis of market size, market share, and industry growth. Economic reports focus on the economic and demographic impact on an organization by examining external environment, business risks, and market opportunities. Lastly, IBISWorld includes, company reports on over 8,000 U.S. and global public companies; including 10-K's and key financial data.

InvestText Plus

InvestText Plus provides complete images in PDF format of analysts' reports on a variety of industries and publicly traded companies. The reports found in InvestText Plus can be used for access to detailed information about earnings, growth, market share, and other aspects of company and industry performance. This resource is recommended for courses in finance, marketing, and management.

Leadership Library on the Internet

The Leadership Library on the Internet, which is updated daily, is a unique personnel contact database that integrates the print 14 Yellow Book directories. The Leadership Library enables users to find contact information for 400,000 individuals at 40,000 leading U.S. government, business, professional, and nonprofit organizations. Please note that the University Library's academic subscription does not include list downloading capabilities.

MarketLine Business Information Center

MarketLine Business Information Center provides detailed coverage of companies, industries, and countries. Included are over 10,000 company profiles, over 2000 industry profiles, and over 50 country profiles. Most profiles are updated on a quarterly basis and average 100 pages in length. A "News and Comment" section also provides commentary on events affecting businesses throughout the world.

Mergent BondViewer

Mergent's BondViewer provides access to a wide range of bond data including issuer, bond level terms, and condition data for U.S. taxable bonds, municipal bonds, and retail notes. Details include company description, offer amount, industry code, CUSIP and historical pricing, corporate actions related to significant events, and current and historical ratings. Coupon details include payment schedule, amount outstanding, interest frequency, and bond type.

Mergent Online

Mergent Online contains detailed financial reports concerning public companies throughout the world. This resource is recommended for courses in finance.

Plunkett Research Online

Plunkett Research Online provides industry-specific research portals for important business sectors. For each industry covered, available components include market research and trends, company profiles, statistics, associations/organizations, and a glossary.

Reference USA

Reference USA provides a comprehensive directory of businesses in the United States and Canada. Searches can combine multiple criteria, allowing for generation of customized lists of businesses. This resource is recommended for courses in business.

Country Profiles and Economic Data

Country Insight

Country Insight is an online database providing in-depth analysis of economic, political, social, and demographic trends affecting 71 countries and eight regions worldwide.

Countrywatch

Countrywatch combines information from a variety of sources into one easy-to-use format. Statistics, breaking news, and overviews are available for virtually all of the world's nations. This resource is recommended for courses in geography and international business.

Culturegrams™

Culturegrams™ provides concise, reliable cultural information for more than 175 countries of the world. Each entry includes detailed information about history, customs, lifestyle, and government. This resource is recommended for courses in geography, history, international business, and bilingual education.

EIU Country Intelligence

EIU Country Intelligence provides in-depth coverage of countries throughout the world. Specific components of EIU Country Intelligence include Country Commerce, Country Finance, Profiles, and Country Reports. This resource is recommended for courses in international business.

EIU Data Services

EIU Data Services features three components: EIU Country Data, a comprehensive database of economic indicators and forecasts, covering 278 series for 117 countries, as well as 40 regional aggregates, running from 1980 and forecasting out five years; EIU Market Indicators & Forecasts, a powerful database of economic, demographic, consumption and industry data on 60 major countries, stretching back to 1990 and forward five years; and EIU City Data, a global database of product prices and business costs providing over 330 prices levels on more than 160 products and services in 123 cities worldwide from 1990 to the present.

EIU® Viewswire®

EIU® Viewswire® provides current coverage of political and economic trends in 195 countries. Risk analysis and economic forecasts are provided for virtually all nations. This resource is recommended for courses in economics and international business.

Euromonitor Global Market Information Database

The Euromonitor Global Market Information Database (GMID) is an integrated online information system providing key business intelligence on countries, companies, markets, and consumers. Components include country statistics, market data, lifestyle indicators, country profiles, and company overviews.

Europa World Plus

Europa World Plus is a comprehensive review of cultural, economic, and political circumstances in nations and regions throughout the World. This database contains in depth country profiles, as well as profiles of major international organizations.

National Trade DataBank

National Trade DataBank, an important resource from the United States Department of Commerce, is particularly valuable for information about exporting and international markets. This resource is recommended for courses in international business.

State of the Nation

State of the Nation provides various financial and economic data from throughout the federal government and other related entities. This resource is recommended for courses in economics and finance.

Encyclopedias and Dictionaries

American National Biography

American National Biography contains over 18,000 detailed portraits of people from all eras who have influenced and shaped American history and culture. All of the content of the 24-volume printed edition is included in the online version. This resource is recommended for courses in history.

Britannica Online

Britannica Online contains the complete text of the prestigious and authoritative Encyclopaedia Britannica, as well as additional content from the Britannica Student

Encyclopedia, the Britannica Elementary Encyclopedia, the Britannica Concise Encyclopedia, the Britannica Internet Guide, Merriam-Webster's Collegiate Dictionary, and Merriam-Webster's Thesaurus. Britannica Online allows keyword searching as well as browsing by article titles. This resource provides background information suitable for virtually all academic subjects.

Credo Reference (formerly known as xreferplus)

Credo Reference (formerly known as xreferplus) contains the full text of over 100 specialized dictionaries and encyclopedias in virtually all disciplines. This resource is appropriate for quick reference in all subjects.

Gale Virtual Reference Library

Gale Virtual Reference Library provides a collection of 300 full-text encyclopedias and specialized reference sources. Subject areas covered by this collection include art, business, education, history, literature, law, medicine, philosophy, religion, science, and technology. Users can limit results from the Gale Virtual Reference Library search by source, publication date, or subject area.

Grolier Online

Grolier Online includes both the encyclopedia Americana and the Grolier Multimedia Encyclopedia. This resource is recommended for beginning courses in all subjects.

Grove Art

Grove Art, the online equivalent of the 34-volume printed set, provides over 45,000 articles and over 22,000 image links related to all genres, schools, and media in the visual arts. This resource is recommended for courses in the humanities and art education.

Grove Music

Grove Music, the online equivalent of the 29-volume New Grove Dictionary of Music and Musicians, second edition and The New Grove Dictionary of Opera, provides access to over 29,000 articles covering all aspects of music throughout the ages. This resource is recommended for courses in the humanities and art education.

Oxford Dictionary of National Biography

The Oxford Dictionary of National Biography contains over 50,000 detailed portraits of people from all eras who have influenced and shaped the history and culture of the United Kingdom and the British Isles. All of the content of the 60-volume printed edition is included in the online version. Please note that the Dictionary of National Biography includes only deceased individuals. This resource is recommended for courses in history.

Oxford English Dictionary

The Oxford English Dictionary is a prestigious resource containing not only definitions and pronunciations, but also extensive information about the usage of words over time. Over 500,000 words are included and their history is documented by over 2.5 million quotations from a wide range of classic and contemporary sources. The online version contains all of the content of the 20-volume printed set and is updated with over 1,000 new entries each quarter. The Oxford English Dictionary reflects British English, with spellings and usages common in other countries noted when appropriate.

Oxford Reference Online

Oxford Reference Online contains the full text of over 100 specialized dictionaries and encyclopedias in virtually all disciplines. This resource is appropriate for quick reference in all subjects.

Routledge Encyclopedia of Philosophy

The Routledge Encyclopedia of Philosophy features over 2000 original articles from over 1300 leading international experts across the discipline of philosophy. The articles cover topics such as ethics, moral development, and the world's religions. There is a summary at the beginning of each in-depth article, enabling the encyclopedia to meet the needs of users at a variety of levels. This resource is recommended for courses in humanities, ethics, religion, and critical thinking.

Routledge Reference Resources

Routledge Reference Resources provides cross-searchable access to online reference books from Taylor and Francis. Current subjects covered include religion, philosophy, and politics.

Webster's Third New International Dictionary, Unabridged

Webster's Third New International Dictionary, Unabridged is the largest and most comprehensive dictionary produced in North America. This dictionary lists over 470,000 words and contains advanced searching capabilities. Webster's Third New International Dictionary, Unabridged reflects American English, with spellings and usages common in other countries noted when appropriate.

Journal Indexes and Abstracts

ABI/INFORM Global

ABI/INFORM Global provides coverage of over 2,700 publications, with more than 1,800 available in full text. ABI/INFORM Global offers research materials focusing on business conditions, management techniques, business trends, management practice and theory, corporate strategy and tactics, and the competitive global business and financial landscape. ABI/INFORM Global also provides access to 16,000 ProQuest business dissertations, 5,200 business cases, executive profiles, and information regarding 60,000 companies worldwide.

CINAHL

Cumulative Index to Nursing and Allied Health Literature is a comprehensive index of published literature in the nursing field. Please note that CINAHL is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for advanced courses in nursing.

Cochrane Collection

The Cochrane Collection contains three components devoted to evidence-based medicine: Cochrane Controlled Trials Register, Cochrane Database of Systematic Reviews, and the Database of Abstracts of Reviews of Effectiveness. Please note that the Cochrane Collection is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for advanced courses in nursing and health care.

Criminal Justice Abstracts

Criminal Justice Abstracts, a database produced by Sage Publications, identifies and summarizes literature covering all aspects of criminal justice. Please note that Criminal Justice Abstracts is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

EconLit with Full Text

EconLit with Full Text covers topics in all fields of economics including capital markets, country studies, econometrics, economic forecasting, environmental economics, government regulations, labor economics, monetary theory, and urban economics. This resource also provides a collection of more than 400 full text titles from the American Economic Association. Such titles include American Economic Review, Journal of Economic Literature, and Journal of Economic Perspectives.

Education Research Complete

Education Research Complete is a bibliographic database covering scholarly research and information relating to all areas of education. Topics covered include all educational specialties, curriculum instruction, administration, policy, and related social issues. This resource provides indexing and abstracts for more than 1,780 journals, 870 full text journals, 71 books, and numerous education-related conference papers. Education Research Complete is not a completely full text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for intermediate and advanced courses in education.

ERIC

ERIC is a comprehensive index of journal articles, dissertations, conference proceedings, and other research in all aspects of education. Please note that ERIC is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for intermediate and advanced courses in education.

Library, Information Science, & Technology Abstracts (LISTA)

LISTA provides an index of more than 600 periodicals, books, research reports, and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management, and more. Coverage in the database extends back to the mid-1960s. Please note that LISTA is not a completely full-text database. Some document listings will link to full-text; other documents listed may have to be obtained from other databases or in hard copy.

MEDLINE

MEDLINE is a comprehensive source for authoritative information on medicine, nursing, dentistry, the health care system, pre-clinical sciences, and much more. Created by the National Library of Medicine, MEDLINE uses MeSH (Medical Subject headings) indexing to search citations from over 4,800 current biomedical journals. Please note that MEDLINE is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

National Criminal Justice Reference Service Abstracts

National Criminal Justice Reference Service Abstracts, a database produced by the United States Department of Justice, identifies and summarizes literature related to all aspects of criminal justice. Please note that National Criminal Justice Reference Service Abstracts is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

PsycEXTRA

PsycEXTRA, produced by the American Psychological Association (APA), is a companion to the scholarly PsycINFO database. The document types included in PsycEXTRA consist of technical, annual, and government reports; conference papers; newsletters; magazines; newspapers; consumer brochures; and more. This database includes extensive coverage of gray literature relating to psychology and the behavioral sciences. Please note that PsycEXTRA is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

PsycINFO

PsycINFO is a comprehensive index of published literature in psychology and mental health. Please note that PsycINFO is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy. This resource is recommended for advanced courses in counseling and human services.

SocINDEX

SocINDEX provides comprehensive coverage of sociology, encompassing all sub-disciplines and closely related areas of study. These include abortion, criminal justice, ethnic and racial studies, gender studies, marriage and family, political sociology, religion, rural and urban sociology, social development, social psychology, social structure, social work, sociological research and theory, substance abuse, violence, and many others. Please note that SocINDEX is not a completely full-text database. Some document listings will link to full text; other documents listed may have to be obtained from other databases or in hard copy.

Test Guides and Preparations

Mental Measurements Yearbook

The Mental Measurements Yearbook, produced by the Buros Institute, contains listings and reviews of test instruments used in counseling, human services, psychology, and related professions. Typical test entries include descriptive information, professional reviews, and reviewer references. To be included, a test must be commercially available, be published in the English language, and be new, revised, or widely used since it last appeared in the series. Please note that this database does not contain the actual tests but instead functions as a directory and evaluative guide.

Testing and Education Resource Center

Testing and Education Reference Center provides practice exams for numerous standardized tests, including CLEP. Additional functions of this database include directories of degree and certificate programs in all disciplines.

Writing and Publishing Resources

Books in Print

Books in Print is a professional bibliographic database than lists more than five million in-print, out-of-print, forthcoming, book, audio book, and video titles. Please note that Books in Print does not contain the actual text of books, but instead functions as a directory.

Papers Invited

Papers Invited is a searchable directory of calls for participation from professional associations, universities, journal editors, and other conference organizers. This resource is recommended for faculty members and graduates students searching for appropriate venues at which to share their research findings. A variety of additional features are available to users who sign up for the optional personalized service. At this time, only users with email addresses ending in email.uophx.edu are eligible for the personalized service. Additional email domains will be supported in the near future.

Spanish Books in Print

Spanish Books in Print is a professional bibliographic database than lists Spanish-language in-print, out-of-print, forthcoming, book, audio book, and video titles. Please note that Spanish Books in Print does not contain the actual text of books, but instead functions as a directory.

Ulrich's Periodicals Directory

Ulrich's Periodicals Directory is a directory providing detailed, comprehensive, and authoritative information regarding periodicals published throughout the world. It covers all subjects, and includes publications that are published regularly or irregularly and are circulated free of charge or by paid subscription. Please note that Ulrich's does not provide access to the periodicals themselves. Potential uses of Ulrich's include verifying if periodicals are peer-reviewed (also known as refereed) or identifying potential journals for submission of manuscripts.

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:

- Visit the Student and Faculty Web site at https://mycampus.phoenix.edu/
- This is the same web site used to obtain course modules, grades, and other University of Phoenix resources and services.
- After logging in to the Student and Faculty Web site, select the link "Library" to proceed to the University Library.
- Select an appropriate database and begin research.

Electronic Reserve Readings

In addition to the University Library resources for research by topic, library staff also maintains Electronic Reserve Readings for individual courses. These pages provide direct links to articles relevant to the course curriculum. Links to Electronic Reserve Readings are found, when available, within the rEsource platform for online distribution of course materials.

Additional Resources for Help

- The Library Handbook includes detailed information and helpful tips on conducting research.
- The Ask a Librarian is a feature on the pages of the Library Web site that allows users to direct specific reference or research strategy questions to Library staff.
- The Request a Specific Document is a feature on the Library Web site that allows users to request a document or book that is not available in the University Library. Specific timelines and rules apply to this service.
- The Complete Research Tutorial is a feature on the Library Web site that allows users to learn research skills by participating in an interactive web-based research activity.
- The Choose Databases by Subject area of the library web site contains overviews of research recommendations for specific subject areas.
- The Search FAQs area of the library web site contains a searchable form to obtain answers to "Frequently Asked Questions" received by the library.

How to Contact the University Library

Technical Support 1-800-366-9693

Email library@phoenix.edu

International students and faculty can reach Tech Support at 1-602-387-2222. Callers should identify themselves as international students or faculty and give a call back number. Tech Support will call back to minimize phone charges.

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals. As a result, the University's teaching and learning model is grounded in the theoretical and empirical literature of learning and cognitive psychology. The University employs best practice from recent education literature, as well as best service practices that enhance the academic experience for students who are new to higher education. This combination increases student retention and successful degree completion.

Active Learning

The model is based first on the assumption that the learner's active involvement in the learning process is essential to good practice. Thus, in all modalities University of Phoenix classrooms are intended to be dynamic learning spaces. Instructors are expected to serve as facilitators of learning who manage the learning process by engaging learners in a variety of activities (lectures being but one) that lead students to an understanding of course content and the development of academic and professional competence. By involving students in a variety of learning activities, respect is demonstrated for diverse ways of learning and knowing. Interaction and participation in classes and Learning Teams is expected of those students in the bachelor and master degree programs. Students entering into Axia College who are pursuing an associate degree are involved in collaborative learning activities, but are not required to participate in formal Learning Teams.

Collaboration

The effectiveness of cooperation and collaboration in enhancing learning is well and widely documented. Structures that encourage and facilitate collaboration are central to the University's teaching and learning model. Working students frequently come to formal learning activities with greater life and work experience. This means that learners themselves can be invaluable resources in enhancing their own and others' learning. Traditional pedagogy emphasizes a top-down, vertical transfer of information. Students with rich and varied experience find benefit in instructional practices that encourage collaboration. This adds a robust horizontal dimension to the learning exchange as students teach and learn from one another. Good practice in education capitalizes on this dimension to the students' advantage.

Emphasis on Application and Relevance

There is wide agreement in the literature that students learn best when bridges are built between new knowledge and the learners' experience. Practices that encourage reflection and application are based on the recognition that a learner's experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students' experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual and Learning Team and other collaborative assignments. Real-world relevance is critical to basic comprehension as well as to maintaining student interest. Students very often say they are able to apply at work the next day what they learned in class the night before.

University-Wide Learning Goals

The University's faculty leadership has established five broad "learning goals" that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The first of these goals, Professional Competence and Values, relates to the discipline-specific course and program content. University of Phoenix wants graduates to attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degrees or credentials they are earning (i.e. bachelor, master, or doctoral level). The remaining four goals relate to the development of competence in essential intellectual and social processes that will enable graduates to practice their professions successfully.

Curriculum

The University has created a centrally managed, faculty-developed curriculum with objectives and outcomes that are carefully defined. Individual instructors then have the responsibility to expand and enhance the basic curriculum by augmenting it with current resources and practices. The curriculum is under continual content and quality review.

Convenience of Time and Place

University of Phoenix classroom programs are offered at times and in places that are convenient to adult learners. Classes are held primarily in the evening and on weekends when learners are most likely to need access. The University's goal is to make access to programs and services convenient to its student population. Wherever possible, campuses and learning centers are located at strategic locations near major freeways and thoroughfares that permit convenient access.

Access

Access in the 21st Century means many different things. To the student in rural America or the working parent with children at home, access may be possible only through an Internet connection. Those students usually work toward their degrees through the Online Campus or through courses offered via FlexNet®, a combination of classroom and online learning. The University's goal is to make access to programs and services available to all those who wish to avail themselves of them and to work to completion of a degree program.

Program Format

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University's low student/faculty ratio and class size that averages 13 students facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

Student-Friendly Services

University of Phoenix has found that adult students tend to hold higher expectations of student services than their younger counterparts. They expect from the University the same level of attention they expect from any other service provider. Increasingly, that implies 24 x 7 access to student services. This is one of the University's major initiatives -- to move to electronic or telephone access as much as possible while still providing face-to-face service when needed. For example, rather than ask students to go to a bookstore to purchase books and class materials, all curriculum, course materials, and learning assets can be found online at any hour of the day on rEsource, the University's academic portal. Students may contact a representative at any time throughout their enrollment to discuss transfer credit application and degree completion options.

Learning Teams

In addition to regular course instructional sessions, bachelor's and master's level students meet weekly in Learning Teams. Learning Teams are small groups of three to six students drawn from within the larger cohort. Learning Teams are an essential design element in the University's teaching and learning model through which students develop the ability to collaborate -- an ability expected of employees in information-age organizations and one of the University's primary learning goals.

Attendance Requirements

Students are expectedto attend team meetings and actively participate in the team's activities. At the end of each course, students are given the opportunity to evaluate the contributions of each team member to the accomplishments of team goals.

Learning Team Time and Meeting Requirements

Learning Teams meet weekly between course workshops. Some Learning Team meetings are faculty led and are intended to present new academic content and provide guidance on ongoing, collaborative projects and assignments. In standard three semester-credit undergraduate courses of five workshops, teams should meet together between workshops for approximately five hours per week. In standard three semester-credit graduate courses of six workshops, teams should meet together each week between workshops for approximately four hours per week. (Note: A small number of courses offered by University of Phoenix may differ in the number of credit hours and workshops. Please consult the Instructor Syllabus for Learning Team requirements for those courses).

Appropriate Meeting Locations

Learning Teams are required to select sites for Learning Team meetings that are conducive to learning. The following locations are considered acceptable: University of Phoenix classrooms and study rooms; local, city, or state libraries; university or college libraries; and company or corporate training or meeting rooms. A student residence or other location would be acceptable if the following criteria are met:

1. An individual seat for each student.

2. A desk or flat writing surface for each student.

3. An adequately lit environment to ensure the ability of each student to read.

4. A quiet environment with no ambient noise such as loud music.

5. An adequately controlled room temperature to allow for the comfort of each student.

6. The ability to access University Library services either by phone or Internet.

7. An adequate provision for restroom facilities for both genders.

8. A place for convenient student parking.

9. Virtual and teleconference meetings may be appropriate substitutes for some of the activities normally done face-to-face. Content and team objectives for the week need to be taken into account when decisions to meet other than face-to-face are made.

Learning Team Log

During each face-to-face workshop, members of a Learning Team meet together to schedule their next meeting time, duration, and place. This information is entered on a University of Phoenix Learning Team Log, which is turned in to the faculty member at the start of the next class. As the team meets, the log is used to document the attendance of members and record the learning and process of the team.

Learning Team Charter

During the first meeting of a Learning Team in each course, teams complete a Team Charter using the University's Learning Team Charter form found in the Learning Team Toolkit on rEsource. This is completed by team members in a collaborative process and a copy is submitted to the instructor at the second workshop.

Faculty

University of Phoenix faculty members are accomplished managers, technology leaders, professional educators, corporate executives, financial officers, healthcare and human services professionals and leaders in other professional arenas . A listing of faculty may be obtained at each local campus. Current contact information for each campus may be found at http://www.phoenix.edu.

Academic Quality and Outcomes Assessment-Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining institutional research capabilities. These systems measure and evaluate the University's effectiveness in achieving objectives and improving institutional processes. Assessment is an ongoing part of every degree program at every campus. Assessment occurs throughout each learner's program of study, with various measures being taken at the time of registration, throughout their programs, upon graduation, and several years following graduation.

The comprehensive nature of the assessment system and the longitudinal data produced, provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning outcomes are used in the curriculum development process, as well as in the creation of faculty development tools. Administrative support systems are also streamlined and made more user-friendly, building on the analysis of information gathered.

Student Technology Recommendations and Competencies

In an effort to assist students with adequate preparation for their course work at the University of Phoenix, technology recommendations and competencies have been established. These recommendations and competencies are in effect for the School of Advanced Studies, and the Colleges of Graduate Business and Management, Undergraduate Business and Management, Education, Information Systems and Technology, Health Sciences and Nursing, Social and Behavioral Sciences, and General and Professional Studies. To that end, students will need to access and use the hardware and software as described below. Additional recommendations and competencies may be required for particular courses/programs. Students using software and hardware other than that recommended must still meet the technology competencies. Please note that due to the rapid rate of change in information technology, hardware and software competencies will be updated on a regular basis. Some courses in the College of Information Systems and Technology may require additional software.

Technology Recommendations

The University recommends that students have access to a computer that meets the following specifications:

Hardware & Peripherals

- A processor of 1.6 GHz or faster
- 256MB RAM or greater
- 20 GB hard drive or larger
- Ethernet connection or 56.6 kbps modem
- Monitor and video card with 1024x768 or greater resolution
- Sound card with speakers
- CD ROM
- Inkjet or laser printer

Software/Applications

- Operating system – Windows® or Mac OS compatible with the following software
- Microsoft® Office XP, 2003, 2007 (PC), Office 2004 (Mac) – including:
- Microsoft® Word
- Microsoft® Power Point®
- Microsoft® Excel (for selected courses)
- Microsoft® Project (for selected courses)
- Microsoft® Internet Explorer version 6.0 or later
- Adobe® Reader 6.0.1 or later
- Microsoft® Outlook Express 6.0 or later
- A current anti-virus application (updated regularly)
- e-mail address
- Internet service provider (ISP) account (preferably broadband access)

For the College of Information Systems and Technology, access to additional software is required - all required software is listed on the course rEsource page. As of this catalog printing, the following software is used:

- Microsoft® Access (for selected courses)
- Microsoft® Visual Studio.NET (for selected courses)
- Microsoft® Visio® (for selected courses)
- Microsoft® SQL Server 2000 Developer Edition (for selected courses)
- JAVA® (for selected courses)
- UNIX/LINUX/Knoppix (for selected courses)
- Macromedia Flash Professional (for selected courses)
- Macromedia Dreamweaver (for selected courses)
- Adobe Acrobat Standard (for selected courses)
- Adobe PhotoShop Elements (for selected courses)

For the Master of Science in Nursing/Family Nurse Practitioner and the Post Masters Family Nurse Practitioner program, we recommend the following:

- Personal Digital Assistant (PDA)

Note: If the student needs to purchase the indicated computer system, the College of IS&T recommends the student consider acquiring a portable computer (laptop or notebook) for use during classroom demonstrations. The School of Advanced Studies requires Doctoral Students to bring a laptop computer to the residencies. Once enrolled, discounts on computer hardware and software can be found in the Student Store on the http://ecampus.phoenix.edu website.

Technology Competencies

Students attending the University of Phoenix are expected to have the ability to complete the following activities:

- Access course and program material on the Web.
- Correspond with University of Phoenix staff, students, and faculty using e-mail and the Web.
- Complete, send, and receive assignments to faculty or other students using e-mail and attachments/files.
- Read/print e-mail and attachments/files from students, staff, and faculty.
- Use the University of Phoenix Electronic Library also known as the Learning Resource Center (LRC) and/or Internet for research and completion of course assignments.
- Prepare and conduct presentations in the classroom using presentation equipment.
- Use the appropriate software for the course. (The University uses as standards Microsoft® Office products including MS® Word, MS® Project, MS® Excel, MS® Power Point, etc.)
- Use CD ROMs when required as part of course assignments.
- Use an appropriate anti-virus application to insure the files transmitted and received are virus free.

Online Learning System

The University's Online Learning System (OLS) is a computer- and web-based learning environment that has replaced the traditional classroom for many University of Phoenix students. It offers a convenient medium for faculty-to-student and student-to-student interaction. An easy-to-use, easy-to-access system, OLS allows students "to go to class" to engage in individual and group discussion or lectures, anytime or any place! OLS works with most Internet Service Providers. It features a familiar "Windows" type format, which makes navigation fast and easy. A full set of capabilities allows students to complete 100% of their education and administration online (Doctoral students are required to attend residencies). In addition to participating in the full range of class meeting and study group activities, students can communicate with instructors, interact with classmates, and conduct their research online.

They can also:

- Register for classes
- Pay their tuition
- Order their books
- Meet with a representative
- Obtain their grades
- Request transcripts and more

Even without the new software, students can log on to our Web site from any Internet Service Provider – so they can check their e-mail and access student services from any location and computer.

Distance Education

The University of Phoenix recognizes that adult professionals are sometimes faced with obstacles that prevent continued commitment to classroom instruction. Students may be employed in remote areas, may be traveling extensively on the job, or may have been transferred on the job following the start of a degree program. Because the University of Phoenix was developed to provide educational services to adult learners, distance education options were developed to allow these students to continue their life–long learning when faced with such obstacles. Distance education options include computer–based educational modalities that are group-based. The same rigor expected in the classroom exists for distance education students when completing curriculum goals, objectives, and outcomes.

FlexNet®

Select University of Phoenix locations offer degree programs through the University's FlexNet program. This learning modality combines the online and campus-based classroom experiences into one. Through FlexNet, students attend the first and last night of class at one of the University's campus-based locations, while the remaining nights of class are conducted online.

Group-Based Online Education

The Online computer–based educational delivery system has extended the boundaries of the classroom. It is an outgrowth of the University's recognition of the technological transformation of the workplace. The Online program utilizes the Online Learning System (OLS) that makes group learning possible independent of time and location. Rather than gathering in a classroom, students and instructors interact electronically and asynchronously. Unlike other forms of distance learning, such as directed study, online education is interactive and participative. Online students can complete their University studies from virtually anywhere in the world.

Structure

Students in the group-based Online program benefit from the same quality, real world-oriented education that as distinguished the University of Phoenix since it was founded. Students become active members of a learning group of between 7-20 adult learners, and work in smaller learning teams each week on required projects and assignments. Students complete one course at a time, then move on to the next course in the same way as students who meet face–to–face.

Process

When students are admitted to the program, they are provided with all the information needed to connect to the Online Learning System. Prior to the start of the first class, students become familiar with the system through an Online orientation. At this time, group members will become acquainted through an exchange of professional and academic backgrounds. Additionally, students will be introduced to their first instructor who will explain the nature of the course and give the first assignment. Each week's instruction begins with a general class meeting. Here, the instructor introduces all the material to be studied, gives assignments, and answers questions.

Key Features of the Group-Based Online Program

Interactive Learning

Computer conferencing exchanges are student–centered, involving dynamic and extensive sharing of ideas, opinions, and information. As a result, knowledge building occurs as students examine each other's written arguments and positions.

In the face–to–face classroom environment the instructor often produces 60–80% of the oral exchanges. Research shows that in the online learning environment, the instructor produces only 10–15% of the verbal interactions. In this way, adult learners are much more actively involved in their own education, an element that the University of Phoenix has found to be essential to adult learning programs.

Equitable Participation

As anyone who has attended a traditional classroom setting knows, one or two students can often dominate any class discussion, while more reserved students sit silently. In the Online setting, no one readily dominates. While some students might spend more time communicating, everyone must participate. Participation, therefore, is more equitably distributed and active for everyone, as each student has equal access to the "floor."

Time and Place Independent

All communications in the University's Online computer–conferencing system are asynchronous rather than real–time. While this naturally imposes some limitations, it has been found that asynchronous communications result in increased access for students since they can control the time and place for their participation. They enjoy far greater flexibility since activities need not be simultaneous. Asynchronous communication also enables both students and faculty to synthesize material at their own pace and to provide well thought out responses free of the pressure of instantaneous feedback.

OLS is available 24 hours per day, 7 days per week, enabling adult learners to choose the times when they believe they are best prepared to engage in particular learning activities and spend as long as they wish working on them. The result is that the Online adult learner has increased control and has more options than in the classroom.

(Note: There are two scheduled downtimes a month. They occur on the 1st and 3rd Saturday of each month from 11:00 p.m. to 5:00 a.m. Sunday.)

Computer Text–Based Communications

All of the Online communications are text–based, and the users (students and faculty) are able to maintain an ongoing common transcript which greatly enhances opportunities for reflective interaction. At any time they choose, students can review and reflect on the transcripts they have stored in their computers. These archives invite students to organize and reorganize the body of ideas being developed in their class.

(*Note: There are two scheduled downtimes a month. They occur on the 1st and 3rd Saturday of each month from 11:00 p.m to 5:00 a.m. Sunday).*

Services Provided

Through OLS, students are able to contact the Learning Resource Center to request literature searches and have them forwarded directly to their personal "inbox" on the Online Learning System.

The University staffs a technical support help desk 24 hours per day, seven days per week.

Confidentiality

The electronic computer–conferencing system shall be maintained by an employee of the University (System Operator) who is required by University policy to uphold the confidentiality of any messages she/he may review in the process of tracking overall system usage, and ensuring that the system is functioning properly. The Director of Academic Affairs, the Vice President, Executive Director/Department Chairs, and certain university administrators may review the archives of class meetings and to assist in the resolution of grade disputes, grievances, and charges of academic dishonesty, if required.

Policy on the Illegal use of OLS

The University of Phoenix retains the right to monitor the Online Learning System conferencing system, via the System Operator, in order to verify appropriateness of use.

Illegal activities are expressly prohibited and include such things as distribution of "pirated" software, distribution of unauthorized surveys, exchange of "hot" billing numbers for long distance charges, and messages that are pornographic, slanderous, or offensive by community standards.

Illegal activity will be deleted by the System Operator and the originators of such messages may be denied system access on a suspended or permanent basis.

This page left blank intentionally.

UNIVERSITY POLICIES

Calendar

The educational mission of the University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. A student could begin a degree program in virtually any month of the year. This calendar allows the adult student to balance the demands of career, family, and education.

Students qualifying for financial aid may receive a new award each academic year. An academic year is defined as the period of time in which a student completes at least 24 credit hours and 30 weeks of instructional time. Therefore, students may have their eligibility assessed for grants and/or loans several times during their program of study. The average processing time for financial aid is 90 days. Students should reapply for financial aid prior to the start of each new academic year.

Course Cancellation

The University of Phoenix may be required to cancel courses or programs when necessary. In addition, courses or programs may not begin on their scheduled start dates in the event of certain circumstances, such as faculty unavailability or insufficient enrollment. In such situations, the University will work with students in an effort to provide them with the opportunity to reschedule or to transfer to a comparable University course or program if available. Any payments made for canceled courses that have not started or are currently in process will be refunded or applied to another University course or program. All attempts will be made to address such cancellations with registered students as early as possible.

Directed Study

Under certain circumstances students may need to complete a course via directed study. Students should contact their campus for information about availability, requirements, or additional fees that may apply. A maximum of twelve credits completed via directed study may be applied to degree requirements.

Concurrent Enrollment

Because of the intensive nature of the University's courses, students are not encouraged to concurrently enroll in courses at the University of Phoenix or to enroll in courses at other institutions while enrolled in University courses. However, students are given the opportunity to concurrently enroll in a limited number of courses.

Under no circumstances will students be allowed to enroll in more than two University of Phoenix courses concurrently. Courses taken concurrently with other institutions will not be limited.

Maximum Credit Load

Undergraduate students may earn a maximum of 39 credits in a twelve (12) month period.

Graduate students may earn a maximum of 33 credits in a twelve (12) month period.

Credits attempted and earned beyond the maximum allowable limits will be transcripted but will not apply toward degree completion requirements. Courses taken concurrently at other institutions will not be counted towards this total and will not be limited in any way.

Course Credits

All credits issued for successfully completed University of Phoenix course work are in semester credits. Courses numbered 100–299 carry undergraduate, lower division credit. Courses numbered 300–499 carry undergraduate, upper division credit. Courses numbered 500–599 carry graduate credit. Professional courses numbered 600–699 may be applied to either undergraduate or graduate credit requirements. Courses numbered 700-799 carry Doctoral credit.

Student Identification Numbers

All students are assigned a unique student identifier called an Individual Record Number (IRN). This is the primary number students use to obtain campus, web and voice response services. A letter and ID card will be mailed upon request.

Name and Social Security Number Changes

The University requires documentation of legal name and social security number changes. The following forms of identification will be accepted: marriage license, divorce decree, passport, or court order. A new social security card issued by Social Security Administration is required for changes in social security numbers.

Class Attendance

Most classes meet four hours per week, usually in the evening . Attendance is mandatory. Special instructional activities may be scheduled on weekends or at other times convenient to both students and faculty members. Class attendance requirements are as follows:

- Students are not allowed any absences for courses that are less than five weeks in length. Students may not miss more than one class session and/or Learning Team meeting for courses that are five to nine weeks in length. Students are allowed a maximum of two class meeting absences for courses that are ten weeks or longer in length. Students must make up all missed work requested by the faculty member. Any absence may affect students' grades.

Directed Study Course Attendance

Attendance is mandatory; students are required to attend each scheduled week of the course. Course attendance requirements are as follows:

- To meet attendance requirements in courses completed through directed study via the online modality, students must post at least one message within the Online Learning System on two different days of the course week. This must include the submission of all required course assignments; Students who fail to meet this requirement will receive an absence for the week.
  - Students may not miss more than one week per course.
  - Students who miss two or more classes must officially withdraw from the course and receive a grade of "W" or "WF." No other grade will be awarded.
- To meet attendance requirements in courses completed through directed study via the ground modality, students must submit all required course assignments on or before the given due date; students who fail to meet this requirement will receive an absence for the week.
  - Students may not miss more than one week per course.

- Students who miss two or more classes must officially withdraw from the course and receive a grade of "W" or "WF." No other grade will be awarded.

Duplication of Credit

Duplication occurs when students take the same course more than once or take a course that duplicates the content of a satisfactorily completed course. The grade and credit earned for the most recently completed course will apply toward academic standing and the total number of credits required for degree completion. The previously completed course will remain on the permanent transcript, but will not be applied toward academic standing or the total number of credits required for degree completion.

Course Audit Policy

At some campuses, and upon approval of the campus Director of Academic Affairs, a student may choose to audit a course. Courses that have been audited will be transcripted with the grade of "AU" and will not earn the student any credit. Students auditing a course are considered passive participants and will not be held responsible for study group work or class assignments. They must follow all other University policies for non–auditing students, including class attendance. Audited courses do not qualify the student for financial aid. Students will be required to pay a one (1) credit hour tuition charge consistent with the program rate for each audited course.

The Online campus does not allow external auditing due to the unique nature of an Online classroom environment.

Change in Student Status

Any student who finds it necessary to interrupt his/her attendance by withdrawing from the program should complete the official withdrawal process at their local campus to avoid tuition charges. For students receiving federal financial aid considering changing their status, please refer to the financial aid section of this catalog for further information.

Re–Entry Students

Students who have been inactive in the program for one year or more are required to complete a new application and enrollment agreement. This is to ensure that the University has current demographic information for each student. A second application fee is not required. Students who withdraw for one year or more are subject to any curriculum or degree requirement and policy changes in effect at the time they re-enter.

Transfer of Credit

Academic credit earned for courses appearing on an official transcript from an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or national accrediting body, or a foreign institution recognized/authorized by the country's Ministry of Education, will be reviewed for transfer into the University with a minimum grade of C- will be evaluated according to University policies and accepted subject to the approval of the University's Central Office of Admissions & Evaluation. Transfer credits that are based on a different unit of credit than the one prescribed by University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University's Corporate Office of Admissions & Evaluation or Prior Learning Assessment are final. Any preliminary reviews by campus personnel are unofficial and not binding, and subject to change.

The regional accreditation agencies are:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

The national accreditation agencies are:

- Association of Biblical Higher Education (formerly Accrediting Associate of Bible Colleges)
- American Academy of Liberal Arts
- Association of Advanced Rabbinical and Talmudic Schools
- Accrediting Council for Independent Colleges and Schools
- Accrediting Bureau of Health Education Schools
- Accrediting Commission for Career Colleges/Colleges of Technology
- Association of Theological Schools
- Council on Occupational Education
- Distance Education and Training Council
- Transnational Association of Christian Colleges and Schools

A maximum of 30 credits may also be awarded for the successful completion of exams from approved national testing programs (Advanced Placement Exams (AP), CLEP, Excelsior, Berlitz, DANTES) according to University policy.

For a description of the type and amount of credit that can be applied toward an undergraduate degree, see individual program descriptions. Students will have up to 90 days from notification of Transfer Credit decisions to submit an appeal with the Student Appeals Center.

Transferability of credit is at the discretion of the accepting institution. It is the student's responsibility to confirm whether or not credits earned at the University of Phoenix will be accepted by another institution of the student's choice.

Nondiscrimination Policy

The University of Phoenix does not discriminate on the basis of race, religion, color, national origin, sex, disability or Vietnam–era veteran status in its educational programs, activities or employment practices. The University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

If any student or applicant has a question or concern regarding compliance with this policy, that student or applicant may direct the question or concern to the Vice President/Director, or any student may elect to utilize the student grievance procedures set forth in the "Student Grievance" section of this catalog.

Harassment Policy

It is the policy of the University of Phoenix that the educational environment at each of its campuses be free of all forms of improper or unlawful harassment including sexual harassment or sexually offensive conduct. Conduct on the part of faculty, staff, or students which would violate this policy includes, but is not limited to:

- Unwelcome or unwanted sexual advances.
  - Requests for sexual favors.
  - Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests.
  - Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.
  - Offensive conduct, verbal or written including sexually explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person.
  - The display of sexually offensive pictures, posters, illustrations, or objects.
  - Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, or disability.

Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

If any student or applicant has a question or concern regarding compliance with this policy, that student or applicant may direct the question or concern to the Vice President/Director, or any student may elect to utilize the student grievance procedures set forth in the "Student Grievance" section of this catalog.

Note: The Harassment Policy also applies to students who are University employees.

The Americans with Disabilities Act (ADA)

The University of Phoenix recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities. Students have the responsibility to both self-disclose and request accommodation through the Campus Disability Services Advisor . Communication with faculty or other staff members does not constitute in itself fulfilling the University ADA accommodation requirements. Verification through documentation from a health care provider is required prior to accommodations being determined and fulfilled. The Campus Disability Services Advisor will review documentation for accommodation consideration. Campus Disability Services Advisors are responsible for managing the campus student ADA process including negotiations and finalizing appropriate student accommodations. For a complete list of all Campus Disability Services Advisors students may go to http://www.phoenix.edu/about_us/ada_officer_list.aspx . Students may also obtain this list as of catalog publication date at the end of this catalog under Campus Disability Services Advisors.

Determination of overall reasonable accommodations, governance and compliance with the ADA and Rehabilitation Act for students are managed by the Central Administration Disability Services Advisor, Stefani Rosenstein, located in Phoenix, Arizona, Office of Compliance Management, University of Phoenix, 4615 East Elwood Street, Phoenix Arizona 85040 Fax: (480) 643-1015. No student shall be retaliated against for seeking accommodation under this policy or for participating in any complaint procedures brought against the University for its noncompliance with the policy.

Acceptable Use of University Computing and Communication Resources

The University's computing and communication resources are the property of the University. Use of University computing and communication resources is a privilege and is provided as a service to the University's users. Among other purposes, these resources are provided for the delivery of curriculum and related materials; for conducting online classes; for conducting educational research; for communication between and among students, faculty, and staff; and, for accessing and obtaining the University's services.

Students and faculty using these resources without authorization, or in excess of their authorization, will be subject to appropriate review processes and sanctions. In addition, all activity and information, including personal activity and information, on University systems may be monitored and recorded. Any individual accessing University computing and communication resources expressly consents to such monitoring and is advised that if such monitoring reveals unauthorized or criminal activity, Information Security Personnel will provide the evidence from monitoring to the appropriate University officials for investigation and possible release to law enforcement authorities.

General Requirements of Users

Users of University computing and communication resources must:

- Comply with this policy and all applicable local, state, and federal laws and regulations.
- Not intentionally compromise the confidentiality, integrity or availability of University computing and communication resources.
- Not attempt to circumvent the University's physical, technical, or administrative security measures.
- Abide by the provisions of the Student Code of Conduct (for students) or the provisions of the Faculty Standards (for faculty members).
- Be truthful and accurate in personal identification.
- Respect the rights and privacy of others.
- Maintain the security of their user resource accounts.

Intellectual Property

Users must adhere to applicable intellectual property law, and the terms and conditions of any and all software licensing agreements and/or copyright laws as specified by the vendor or licensor. Explicitly:

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying or use of audio files, images, graphics, computer software, data sets, bibliographic records and other protected property is prohibited except as permitted by law.

Privacy & Security

The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have a need-to-know. The following sections describe how Information Security Personnel may monitor computing and communication resources for violations of this acceptable use policy.

Monitoring

System and network activities of users are routinely logged and monitored. These activities include:

- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

In the case of a suspected violation of this policy, University officials may authorize Information Security Personnel to conduct a more detailed investigation to gather evidence on the suspected violation.

Restriction of Access to Computing and Communication Resources

Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:

- If required by applicable law or policy.
- If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.
- Conditions for Permitting Inspection, Monitoring, or Disclosure

The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:

- Required or permitted by law, including public records law, or by subpoena or court order
- The University or its designated agent reasonably believes that a violation of law or policy has occurred
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

Confidentiality

Confidentiality of e-mail and other network transmissions can not be completely assured. Therefore, all users should exercise caution when sending personal, financial, confidential, or sensitive information by e-mail or across the Internet.

Responsibility to Inform User of Unauthorized Access or Disclosure

If the University believes unauthorized access to or disclosure of private user information has occurred, the University will make reasonable efforts to inform the affected user, except when notification is impractical or when notification would be detrimental to an investigation of a violation of law or policy.

Violations and Enforcement

Reporting Violations

Any actual or suspected violation of this policy should immediately be brought to the attention of the system administrator of the equipment or facility most directly involved. Alternatively, a report may be made directly to Apollo Internal Audit or Apollo Information Security and Compliance.

Apollo Group Internal Audit
M/S AA-B309
4615 E. Elwood St.
Phoenix, AZ 85040
FAX: (480) 929-7499
e-mail: internalaudit@apollogrp.edu

Apollo Group Information Security & Compliance
M/S AA-B103
4615 E. Elwood St.
Phoenix, AZ 85040
FAX: (480) 379-3555
e-mail: infosec@apollogrp.edu

Response to a Reported Violation

Upon receiving notice of a violation, the University may temporarily suspend a user's privileges or move or delete the allegedly offending material pending further investigation.

A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Appropriate cases will be referred to the University disciplinary process appropriate to the violator's status (i.e., faculty member or student) or to appropriate law enforcement authorities.

In addition to sanctions available under applicable law and University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources.

The University may temporarily suspend any account, whether or not the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources. The University will provide appropriate notice to the account user. Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of Information Security Personnel.

Violation Examples

This list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations in a particular circumstance or the applicability of any other law or policy to those facts.

- Unlawful communications, including threats of violence, obscenity, pornography, and harassing communications.
- Unauthorized, anonymous communication is prohibited. (All users are required to cooperate with appropriate University personnel or other authorized personnel when investigating the source of anonymous messages.)
- Misrepresenting or forging the identity of the sender or the source of electronic communication.
- Altering the content of a message originating from another person or computer with intent to deceive.
- Use of University computing and communication resources for private business or commercial activities.
- Fund-raising or advertising on behalf of non-University organizations.
- The unauthorized reselling of University computing and communication resources.
- Unauthorized acquisition attempts to acquire and use the user id or passwords of others.
- Interference with or disruption of the computer or network accounts, services, or equipment of others.
- The intentional propagation of computer “worms” and “viruses,” the sending of electronic chain mail, denial of service attacks, and inappropriate “broadcasting” of messages to large numbers of individuals or hosts.
- Failure to comply with requests from appropriate University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.
- Revealing passwords or otherwise permitting the use by others (by intent or negligence) of personal accounts for computer and network access without authorization is prohibited.
- Altering or attempting to alter files or systems without authorization.
- Unauthorized scanning of networks for security vulnerabilities.
- Attempting to alter any University computing or networking components (including, but not limited to, bridges, routers, and hubs) without approval or beyond one’s level of authorization.
- Negligent or intentional conduct leading to disruption or damage of University data, systems or networks.

This page left blank intentionally.

CONSUMER INFORMATION

All institutions that participate in the Federal Student Aid Programs are required to notify enrolled and prospective students and prospective employees regarding consumer information that is available to them. This notice is intended to outline consumer information that you have the right to request and review. The following information is available online as noted in each section. Additionally, you have the right to request this information in writing by contacting the Campus Director or designee at each University of Phoenix location during regular business hours. This information can also be obtained in its entirety in the University Consumer Information Notice at: http://www.phoenix.edu/.

Rights Under the Family Educational Rights and Privacy Act (FERPA) and Consumer Privacy Policy

University of Phoenix maintains compliance with the U.S. Family Educational Rights and Privacy Act (FERPA) of 1974 (amended in January 1975 and appearing in its final form in June 1976). The Privacy Act defines requirements, which are designed to protect the privacy of the students concerning their records maintained by the University. The disclosure includes the student's rights and procedure to review their educational records and amend inaccuracies. Generally, information pertaining to a student's records shall not be released to a third party without written authorization from the student, by judicial order, or a lawfully issued subpoena. Education records pertain to all records an institution maintains regarding a student. A copy of the University Family Educational Rights and Privacy Act Policy is made available to students through the Registrar's Office or in the University Consumer Information Notice at http://www.phoenix.edu/. To view the most current Privacy Policy, go to http://www.phoenix.edu and click on the Privacy Policy link on the bottom of the page.

Solomon Act

The University of Phoenix complies with the Solomon Act which provides certain information to military Recruiters. Information that may be released to military recruiters (absent a privacy hold) include: Name, Address and Phone number, Age & Place of birth, Level of Education and major, Degree received, and most recent educational institution attended.

Available Financial Assistance

The University of Phoenix participates in Federal Student Aid Programs, to include Federal Stafford Loans, Federal Perkins Loans, Federal Pell Grant, Academic Competitiveness Grant, National SMART Grant, Federal Supplemental Educational Opportunity Grant, and the Federal PLUS Loan programs. Students may also be eligible to receive funding through State Grant Programs and Scholarships. Depending on the program, student eligibility may be need based, non-need based, or credit based. The University currently participates in State grant programs in California, Nevada, Arizona, Florida, Rhode Island, Ohio, Minnesota, Vermont and Pennsylvania. Additional information on State Grants is available through your campus Financial Aid Office. Detailed information regarding available assistance, terms and requirements of the programs, eligibility criteria, as well as, rights and responsibilities, may be reviewed in the "Financial Aid" section of the University Consumer Information Notice at: http://www.phoenix.edu/.

University of Phoenix has scholarship and grant programs to meet the needs of our students. A comprehensive scholarship website features scholarship resources, tips and suggestions, external scholarship links and internal scholarship information. The resources on the website provide scholarships available to adult learners nationwide while also citing numerous resources and search engines that are used to compile the list. As internal scholarships specific to University of Phoenix students become available, they are listed on the site along with qualification and selection criteria. The website is updated monthly with new listings. Scholarship information is available to all students via the University's main website at http://www.phoenix.edu.

Degree-seeking students who are U.S. citizens or eligible non-citizens enrolled in an eligible academic program may apply for student financial aid as a means of assisting with financing their education. Certificate programs may also apply for student financial aid as a means of assisting with financing their education. Contact your campus Financial Aid Office for additional information regarding the programs that are available at your campus. Detailed information regarding available assistance, terms and requirements of the programs, eligibility criteria, as well as, rights and responsibilities, may be reviewed in the "Financial Aid" section of the University Consumer Information Notice at: http://www.phoenix.edu/.

Cost of Attendance

The University establishes standard student budgets as a basis for awarding federal student financial aid funds. These budgets are not intended to represent exact living expenses that will be incurred but represent average expenses based on information from the Bureau of Labor Statistics. The Cost of Attendance (COA) includes average living expenses, rEsource fees, tuition, and other fee charges. The average monthly living expenses, rEsource materials, and aXcess materials estimates used in the federal cost of attendance are as follows:

Living Expense	$1,905.00
rEsource Fees +	- Undergraduate $50.00 - Graduate $63.00
aXcess Fees+	$40.00

The distribution of Living Expense costs include food and housing (51%) and miscellaneous expenses of transportation, health and personal care, clothing and entertainment (49%)

+The above fees are used as a basis for creating an average monthly cost of attendance for the purpose of awarding student financial aid funds. Actual course rEsource fees and aXcess fees per course are as follows:

rEsource Fees	- Undergraduate $75.00 - Graduate $95.00
aXcess Fees	$60.00

In addition to the above expenses, the COA includes an estimated monthly tuition cost based on your campus and program of study. Contact your local campus for detailed information regarding actual tuition expenses.

Requirements for Officially Withdrawing from the University

Any student who finds it necessary to interrupt their attendance by withdrawing from the University can complete the official withdrawal process by contacting their local campus. The Official Withdrawal FORM will assist the University in timely withdrawal processing so that no additional services are rendered or charges incurred.

Academic Program and Instructional Facilities Information

Academic program offerings and instructional facilities vary according to geographic area and delivery mode (on-campus or online). Not all programs are available at all locations. University of Phoenix offers undergraduate and graduate programs in business and management, information systems and technology, nursing and health care, social and behavioral sciences, and education. Detailed and current information regarding academic programs, instructional facilities, and current campus contact information may be reviewed at: http://www.phoenix.edu.

Entities that Accredit, License, or Approve the University of Phoenix

The University is reviewed and approved or licensed by federal, state, and private agencies. These approvals include the following:

- The University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (30 N. LaSalle Street, Suite 2400, Chicago IL 60602-2504; 312.263.0456, 800.621.7440).
- University of Phoenix business programs are accredited by the Association of Collegiate Business Schools and Programs (7007 College Blvd Suite 420, Overland Park, KS 66211; 913.339.9356).
- The Bachelor of Science in Nursing Program and Master of Science in Nursing programs are accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; 202.887.6791).
- The Master of Science in Counseling Program with a specialization in Community Counseling (Phoenix and Southern Arizona Campuses) and the Master of Science in Counseling Program with a specialization in Mental Health Counseling (Utah Campus) are accredited by the Council for Accreditation of Counseling and Related Educational Programs, (5999 Stevenson Avenue, Alexandria, VA 22304; 703.823.9800).
- The Associate of Arts in Business, Associate of Arts in Accounting, Bachelor of Science in Business, Master of Business Administration, Executive Master of Business Administration, Master of Management, Doctor of Management and Doctor of Business Administration programs are accredited by the Association of Collegiate Business Schools and Programs, (7007 College Blvd., Suite 420, Overland Park, KS 66211; 913.339.9356).
- The Master of Arts in Education program with options in Elementary Teacher Education and Secondary Teacher Education is pre-accredited by the Teacher Education Accreditation Council (TEAC), (One Dupont Circle, Suite 320, Washington, DC 20036-0110).

Additionally, the University is licensed by state regulatory bodies and the U.S. Department of Education. You may obtain a copy of the University's accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting University Legal Services at 602.557.1683. You can review a listing of University approvals and licensing in the University Consumer Information Notice at: http://www.phoenix.edu/.

Services for Disabled Students

University of Phoenix recognizes and accepts its obligations under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, prohibiting discrimination on the basis of a disability and requiring the University to provide reasonable accommodations to qualified disabled students in all University programs and activities. Students have the responsibility to both self-disclose and request accommodation through the campus disability services advisor. Communication with faculty or other staff members does not constitute in itself fulfilling the University ADA accommodation requirements.Verification through documentation from a health care provider is required prior to accommodations being determined and fulfilled. The campus disability services advisor will review documentation for accommodation consideration.Campus disability services advisors are responsible for managing the campus student ADA process, including negotiations and finalizing appropriate student accommodations. A current listing of all campus disability services advisors may be obtained at: http://www.phoenix.edu/.

Drug and Alcohol Abuse Prevention Program

Drug abuse affects all aspects of everyday life. It threatens the workplace as well as our homes, our schools, and our community. The U.S. Department of Education requires institutions of higher education to implement a drug prevention and awareness program for their students and employees. All students are expected to conduct themselves as mature adults and as members of an academic community. The consumption of alcohol or drugs while attending class, or meeting with campus personnel, is prohibited and may be subject to disciplinary action. All drug and alcohol abuse policies, prevention and referrals can be found in the University Consumer Information Notice at: http://www.phoenix.edu/.

Title II of the Higher Education Act-Academic Year 2004-2005 Report

In compliance with Title II of the Higher Education Act, the University of Phoenix has submitted institutional questionnaires which detail our program offerings, student demographics, and student performance in those states where we have teacher education preparation programs which have produced program completers (graduates). University of Phoenix provides professional preparation for teachers in multiple states. This report provides an overview of the information contained in our Institutional Reports. The Institutional Reports may be found in the University Consumer Information Notice at: http://www.phoenix.edu/.

Dissemination of Institutional and Financial Assistance Information

Information about institutional and financial assistance is available from the campus director or designee at each University of Phoenix location during regular business hours. A current listing of locations and contact information can be found on the University Web page at: http://www.phoenix.edu/.

Student Completion Rate

In accordance with the Higher Education Act of 1965, each postsecondary educational institution must publish information regarding student completion rates for "first-time" undergraduate students with no prior college experience. The completion rate for "first-time" undergraduarte students working toward an associate or baccalaureate degree, who started between 09/01/01 and 08/31/02, was 9.77%. These "first-time" students made up 16.48% of the University's new undergraduate student enrollment for the time period indicated above.

The following represents completion rates for all University of Phoenix degree seeking students who graduated between 9/1/2005 and 8/31/2006.

- 27% - Associate degrees
- 38% - Bachelor degrees
- 60% - Graduate degrees

Associate and Graduate degree students entered school during 09/01/2002 and 08/31/2003

Baccalaureate degree students entered school during 09/01/1999 and 08/31/2000.

Campus Safety Information

Campus Safety Policies and Campus Crime Statistics are published in the University of Phoenix Campus Safety Report. The University of Phoenix Campus Safety Policies comprise issues concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. The University of Phoenix Campus Crime Statistics comprise crimes reported to the University during the previous three years that occurred on campus, in certain off-campus buildings or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus. The University of Phoenix Sex Offender Registry provides for the tracking of convicted sex offenders enrolled at or employed at this university as reported to this institution. Detailed policies and statistics regarding campus safety may be found in the University Consumer Information Notice at: http://www.phoenix.edu or by contacting the local Campus Security Authority.

Campus Security Report

This report is compiled in conjunction with University of Phoenix Campus Safety Policies. The following statistics are in accordance with definitions used in the Uniform Crime Reporting System of the Department of Justice, FBI, as modified by the Hate Crime Statistics Act. The data includes all crimes reported to the police or a University of Phoenix campus security authority. If a crime has occurred but has not been reported, it cannot be reflected in the following statistics. For this reason, University of Phoenix encourages everyone to report all crimes to their designated campus security authority or local law enforcement agency. Specific campus location statistics are available electronically at http://www.phoenix.edu or by requesting a printed copy from the local University of Phoenix campus security authority. University of Phoenix expressly reserves the right to modify or to adopt additional campus polices and procedures relating to campus safety, at any time without notice.

Campus Safety Policies

The University Campus Safety policies have been prepared to increase the University of Phoenix community's awareness of current programs that exist to protect its members' safety and well-being and also to satisfy the requirements of the "Safe and Drug Free Schools and Communities Act." The information that is included relates to topics such as drug and alcohol abuse, health risks and available counseling programs, prohibited use or distribution of drugs and alcohol, legal affects of drug and alcohol use, and information related to campus safety. The information is intended to provide a general description of University of Phoenix campus safety pol icies; it i s not, however, intended to serve as a contractual agreement between the University and the recipient. Additionally, the University will disseminate and publicize, for each of its campus locations, crime statistics from the most recent calendar year and the two preceding calendar years.

This page left blank intentionally.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Student Code of Conduct

The Student Code of Conduct of University of Phoenix supports the University's mission to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse.

A University is a marketplace of ideas and, in the search for truth, it is essential that freedom exists for contrary ideas to be expressed. Accordingly, students are expected to respect the rights and privileges of others and to foster an environment conducive to learning. Students are accountable for their actions and are required to work independently, as well as collaboratively with teams, in achieving learning goals and objectives.

By virtue of membership in the University's academic community, students accept an obligation to abide by this Student Code of Conduct. Conduct, either on or off-campus, that is determined to impair, interfere, or obstruct the opportunities of others to learn or that disrupts the mission, processes, or orderly functions of the University will be deemed misconduct and shall be subject to appropriate disciplinary action.

Misconduct for which students are subject to disciplinary action includes, but is not limited to, the following enumerated violations:

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students, or any conduct which interferes with the educational process or institutional functions.

2. Harassment, sexual or otherwise, that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.

3. Disruptive behavior that hinders or interferes with the educational process.

4. Violation of any applicable professional codes of ethics or conduct.

5. Failure to promptly comply with any reasonable directive from faculty or University officials.

6. Failure to cooperate in a University investigation.

7. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).

8. Using, dealing in, or being under the influence of alcohol or illegal drugs while in class, at campus-sanctioned events, or when meeting with campus personnel.

9. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one's employer, other students or their employers.

10. Falsification or invention of any information or document, or lying during a University investigation.

11. Violation of the Student Code of Academic Integrity

12. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.

13. Hazing (any action which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).

14. Violation of University regulations and policies (in addition to those regulations and policies covered by items 1-12 above).

15. Violation of federal, state, provincial, or local laws or regulations that impacts the University's educational environment.

Student Code of Academic Integrity

University of Phoenix is an academic community whose fundamental mission is the pursuit of intellectual growth. Achievement of this mission is dependent upon the development of autonomous thought and respect for the ideas of others. Academic dishonesty threatens the integrity of individual students as well as the University's academic community. By virtue of membership in the University's academic community, students accept a responsibility to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct.

Academic integrity violations include all forms of academic dishonesty, including but not limited to:

a. Plagiarism – Intentional or unintentional representation of another's words or ideas as one's own in an academic exercise.

Examples of plagiarism include but are not limited to:

- The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used in a class posting or assignment submission do not represent the student's original words or ideas, the student must distinguish them with quotation marks or a freestanding, indented block quotation (for a quotation of 40 or more words), followed by the appropriate citation in accordance with the Publication Manual of the American Psychological Association. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.
- Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as the student's own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.
- Failure to properly cite and reference statistics, data, or other sources of information that are used in one's submission.

b. Self-plagiarism, double dipping, or dovetailing – Submission of work that has been prepared for a different course without fair citation of the original work and prior approval of faculty.

Students who submit assignments that were previously submitted in another course are subject to the same consequences they would face if they plagiarized these assignments. The use of one's previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

c. Fabrication – Falsification or invention of any information, citation, data, or document.

This includes the invention or alteration of data or results, or relying on another source's results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.

d. Unauthorized Assistance – Use of materials or information not authorized by the faculty member to complete an academic exercise, or the completion of an academic exercise by someone other than the student.

Students must rely upon their own abilities and refrain from obtaining assistance in any manner that faculty does not explicitly allow. This includes but is not limited to providing or receiving answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.

e. Copyright infringement – Acquisition or use of copyrighted works without appropriate legal license or permission.

f. Misrepresentation – Falsely representing the student's situation to faculty when (1) justifying an absence or the need for a complete grade; or (2) requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.

g. Collusion – Helping or allowing another student to commit any act of academic dishonesty.

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

A. Alleged Violations:

1. An alleged violation of the Student Code of Conduct, unless related to student records, shall be forwarded in writing to the Campus Director of Academic Affairs, the Campus Director of Operations, or their designee.
2. An alleged violation of the Student Code of Conduct that relates to student records shall be forwarded in writing to the Registrar.
3. All alleged violations of the Student Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.
4. An alleged violation of the Student Code of Conduct may result in a warning or it may be subject to review by a Campus Committee as described below.

B. Investigation:

1. Alleged violations of the Student Code of Conduct shall be investigated in a prompt and reasonable manner.
2. The investigation shall gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses.
3. While an alleged violation of the Student Code of Conduct is being investigated, a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with Apollo Legal Services and/or the Office of Dispute Management.

C. Notification:

1. A student who is charged with a violation of the Student Code of Conduct shall be notified of the specific charge(s) in writing by a Charging Letter sent via Certified Mail, Return Receipt Requested, or comparable means, and shall be given ten (10) days to submit a written response to the designated University official.
2. Failure of a student to respond to the Charging Letter shall result in suspension from the University following completion of the current course if the student is then actively attending classes and is not subject to immediate suspension.
3. In those instances where the campus determines the conduct does not warrant a Charging Letter, it may choose to issue a Warning Letter and/or provide counseling to the student. Note: A Warning Letter is not appealable beyond the campus level.

D. Campus Committee:

1. After the campus investigation is completed and the student has responded to the Charging Letter, a Campus Committee shall be convened to review the file and make findings and recommendations to the Campus Director of Academic Affairs or the Campus Director of Operations (a designee may be appointed if the Director has recused himself/herself).
2. The Campus Committee shall be chaired by a full-time campus administrator.
3. The Campus Committee composition shall be at least three (3) impartial individuals who have no prior involvement with the student or the investigation: a campus administrator, a faculty member, and a student representative who is not a University employee. (Note: Students who are subject to a professional code of conduct that applies to their enrollment at the University shall have the composition of their Campus Committee adjusted as necessary to comply with that code).

E. Registrar's Committee:

1. After the Office of Compliance Management's investigation is completed and the student has responded to the Charging Letter, a Registrar's Committee shall be convened to review the file and make findings and recommendations to the Registrar (a designee may be appointed if the Registrar has recused himself/herself).
2. The Registrar's Committee shall be chaired by an Associate Registrar or Director from the Registrar's Office (or designee).
3. The Committee composition shall be at least three (3) impartial individuals, who have no prior involvement with the student or the investigation, to include: an Associate Registrar (or designee), Director or Operations Manager from the Registrar's Office or designee, a Director from University Services (or designee), and the Director of Operations or Director of Student Services (or designee) for the student's primary campus. (Note: Students who are subject to a professional code of conduct that applies to their enrollment at the University shall have the composition of their Campus Committee adjusted as necessary to comply with that code).

F. Committee Process:

1. Students shall be afforded the opportunity to address the Committee to make a statement in their defense. This may be done via teleconference.
2. Students are not entitled to representation by an attorney or any other third party at any point in the process.

3. Tape, digital, or other electronic recording of the Committee Meeting is not permitted.

4. The Committee members are given a "Case Packet" with all relevant information for the committee meeting, including any written response received from the student.

5. The Committee members sign a standard "Confidentiality Statement for Committee Members" and, after the Committee's deliberations, the Case Packets are collected and destroyed in order to maintain confidentiality.

G. Decision:

1. For campus cases, the Committee Chair delivers a summary report, generally containing Findings of Fact, Conclusions, and Recommendations, to the Campus Director of Academic Affairs or the Campus Director of Operations (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Campus Committee and render the decision.

2. For Registrar cases, the Committee Chair delivers a summary report, generally containing Findings of Fact, Conclusions, and Recommendations, to the Registrar (or designee), who has the ultimate authority to accept, reject, or modify the recommendations of the Registrar's Committee and render the decision.

3. The decision shall be communicated to the student by the decision maker. The decision shall be sent via Certified Mail, Return Receipt Requested, or comparable means.

H. Sanctions:

1. If a violation is found, disciplinary sanctions shall be based on the seriousness of the situation and may include, but are not limited to, documented counseling by a University staff member, loss of academic credit, suspension and/or expulsion.

2. Students who are subject to professional codes of conduct that apply to their enrollment at the University shall be sanctioned according to the requirements of the respective code.

3. A recommendation of expulsion by the decision maker shall be reviewed by the Student Discipline Review Committee in the Office of Dispute Management and must be endorsed before the campus communicates that sanction to the student.

I. Appeals:

1. In those instances where students are found to be in violation of the Student Code of Conduct after receiving a Charging Letter, they may appeal the decision to the Student Discipline Review Committee (SDRC) in the Office of Dispute Management within ten (10) days of receiving the campus decision. The SDRC is usually comprised of a senior manager from University Services, a Regional Director of Academic Affairs, and an Associate or Assistant Dean from the accused student's college (or their respective designee). The decision of the SDRC is final and shall be communicated directly to the student and the campus, except in the case of a decision by the SDRC supporting a campus recommendation of expulsion (see H.3. above).

2. If the sanction against the student is expulsion, the review of the appeal shall be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is usually comprised of the Provost, the Vice President of University Services, and the Dean of the accused student's college (or their respective designee). The decision of the SMRC is final and shall be communicated directly to the student and the campus.

Students subject to a professional code of conduct that applies to their enrollment at the University shall have the composition of the SDRC or SMRC adjusted as necessary to comply with that code.

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. FERPA defines requirements which are designed to protect the privacy of student records maintained by the University. The law requires that:

1. Students should be provided access to official records directly related to them. Students who wish to see their records must make an appointment or submit a written request through the University Registrar's Office or local campus office.

2. Students may not remove any materials, but are entitled, at their expense, to one copy of any materials contained in their file, unless a disclaimer appears on the document indicating that the student is not to be given a copy, or if the student waived the rights to the document.

3. Students be given the opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the faculty member.

4. Students' written consent must be received prior to releasing personally identifiable student data from their records to other than a specified list of exceptions.

The University is authorized to release public directory information concerning students. Directory information includes the student's name, address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Directory information is subject to release by the University at any time unless the Registrar has received a prior written request from the student specifying that the information not be released.

The University is authorized to provide access to student records to University officials and employees who have legitimate educational interests for such access; these are persons who have responsibilities in the University's academic, administrative, service, or research functions.

A copy of the University's FERPA policy is available to students through the Registrar's Office or the student ecampus website at: http://ecampus.phoenix.edu

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable and necessary notification of the University's intent to comply with the subpoena before release of the records.

Students have the right to restrict disclosure of directory information. Written requests for privacy holds should include name, IRN, address, specific records to be withheld and/or to whom the privacy hold applies, and the student's signature and date. Requests are valid throughout student's enrollment unless otherwise notified. Please send or fax your request to: Registrar, University of Phoenix, 4025 South Riverpoint Parkway, Mail Stop CF-L201, Phoenix, AZ 85040, Fax (480) 643-1600.

ACADEMIC POLICIES

Academic Advisement

All students are provided the opportunity to communicate with a Representative prior to enrollment and throughout the duration of their program. This advisement will provide students with a preliminary evaluation of their academic status prior to admission and the requirements they must satisfy for both admission to and the completion of their degree program. All students are notified of their official transfer of credits at the time of matriculation and may view their official transfer credit evaluation and progress toward degree completion at any time on their student website. Student services available on the student website include transfer credit summaries, official grades, access to update demographic information, and the ability to request transcripts. Guidance on degree completion progress and options may also be discussed at any time with a Representative. Applicants unable to meet admission criteria may utilize the services of an Enrollment Representative in formulating an educational plan that, upon successful completion, satisfies the degree program admission criteria.

Admission Status

There are five types of admission to University of Phoenix: Admitted, Provisional, Registered, Deferred and Denied. Applicants to certain degree programs are permitted to begin their program of study under Registered, Deferred and Provisional admission status but are not considered matriculated until Admitted status is granted by the Office of Admissions & Evaluation and all transfer credits are reviewed for applicability to the degree program.

Admitted Status

A student is granted Admitted status by the Office of Admissions & Evaluation after all documents have been received, the applicant's admission file has been reviewed and all admission requirements have been met. All materials to obtain admission should be submitted by the end of the third course. No student may enroll in the fourth course without admission and matriculation being granted. This provides the University the necessary information to develop individualized program schedules for each student and provides an opportunity for an admission decision to be made early in the program. Under extenuating circumstances, a student may request permission from the campus Vice President/Director to enroll in up to five courses prior to an admission and matriculation decision being made.

Graduate Provisional Status

Students who meet all admission requirements except the minimum GPA requirement of 2.50 or 3.0 (see admission requirements) may be admitted on Provisional status (PV) if their entrance GPA is between 2.0 and 2.49 or 2.50 - 2.90. Students admitted on Provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of the fourth graded graduate course. Students with a GPA of less than 3.0 at the end of their fourth graded graduate course will be Disqualified for Admission (DA).

Registered Status

Qualified degree seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of three courses under Registered status (RR) by completing an application, paying the application fee, and registering for at least 24 credits. Under extenuating circumstances, a student may request permission from the campus Vice President/Director to enroll in up to five courses prior to an admission decision being made.

The University makes no guarantees of a favorable admission to students enrolled in course work under Registered status. Students relying on foreign education to meet admission requirements or who are required to take the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), or the Berlitz Online English Proficiency Exam are not eligible to attend classes under Registered status until all admission requirements are met and a favorable evaluation has been performed by an approved foreign credential evaluation agency or evaluation performed by the Office of Admissions & Evaluation.

Deferred Status

Students who submit incomplete information or documentation may be placed on Deferred admission (DF) until all information or documentation is received to render an appropriate admission decision. No student may enroll in their fourth course without full admission (AM) and matriculation being granted.

Denied Status

Applicants who do not meet the minimum admission requirements for their selected program are denied admission.

Denied for Cause Status

The applicant for admission has violated a University policy or procedure or committed some other act which, if he or she were already a student, would subject him or her to sanctions for violating.

Academic Probation

Academic Probation shall occur when a student's grade point average falls below acceptable levels. Undergraduate students must maintain a program grade point average of 2.0 while graduate students must maintain a program grade point average of 3.0. Probation lasts for a period of four consecutive courses. Course work taken concurrently will be applied to the four course period. In graduate programs, the four course sequence excludes any undergraduate prerequisite courses. Financial Aid and VA students will continue to receive funds during the probationary period.

Academic Disqualification

Academic disqualification will result if a student fails to clear his/her academic probation status within the probationary period. Disqualified students are not eligible for re-entry until the lapse of six months. The University will note the date a student is placed on and removed from Academic Disqualification on the permanent transcript. To re-enter, a formal application must be submitted in accordance with University admissions procedures; in addition, applicants should explain the reasons for the scholastic deficiencies, the manner in which the intervening time has been spent, and why they should be given favorable consideration for re-entry. The re-entry file will be reviewed by the Student Appeals Center and a decision reached regarding re-entry. If approved, the student would be required to complete all program requirements in effect at the time of re-entry and will be placed on Academic Probation for a four course period.

Disqualified for Admission (DA) Academic Status

Disqualified for Admission (DA) academic status results when students admitted provisionally fail to achieve the minimum grade point average (3.0 graduate) at the conclusion of the probationary period of four consecutive courses. The University will note the date a student is disqualified for admission on the permanent transcript.

Students who have been Disqualified for Admission (placed on DA academic status) are not eligible for readmission until the lapse of six months from the date of disqualification. After six months, the student will need to submit an appeal to the Student Appeals Center for permission to re-enter their program. Students on Denied Admission (DA) status may not appeal to return before the end of the six month disqualification period. There will be no exceptions.

Students who have been Disqualified for Admission (placed on DA academic status) may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by the Director of Academic Affairs and the appropriate Dean.

Scholastic Disqualification

Each degree program may have specific Progression Requirements. Failure to meet those Progression Requirements will result in Scholastic Disqualification. For example, Scholastic Disqualification results when a student fails to earn a specified minimum grade in a required progression course. Students who have been Scholastically Disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for progression as determined by University policy. The University will note the date a student is placed on and removed from Scholastic Disqualification on the permanent transcript. The course that placed the student on Scholastic Disqualification, or its equivalent, may be scheduled, but all other scheduling will be restricted. Students that fail their second attempt of a course for progression in their degree program will be placed on Scholastic Suspension. Students may appeal to the Student Appeal Center to petition to have the Scholastic Suspension removed. The University will note the date a student is placed on and removed from Scholastic Suspension on the permanent transcript.

For details about the Progression Requirements in your degree program, you should carefully review your Program Handbook. If you have any questions about Progression Requirements or Scholastic Disqualification, you should talk to your Academic Representative or College Campus Chair.

NOTE: Students who have been placed on Scholastic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for progression unless otherwise determined by the Campus Director of Academic Affairs and the Dean of the College for the new program/version.

Scholastic Suspension

Scholastic Suspension occurs when a student is suspended for a period of time or indefinitely from the University as determined by appropriate campus officials and/or Central Administration. A student may be placed on Scholastic Suspension due to a violation of the Student Code of Conduct or for the failure to meet the minimum grade requirement after the second attempt of a course required for progression in their degree program. A student may appeal to the Student Appeals Center to have the Scholastic Suspension removed if it is based on progression requirements. A student may appeal to the Student Discipline Review Committee to have the Scholastic Suspension removed if it is based on a violation of the Student Code of Conduct. The University will note the date a student is placed on and removed from Scholastic Suspension on the permanent transcript.

Student Falsification of Information

All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.

General Student Grievances

The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing a process for those who desire to file a grievance against the University, including any claim of discrimination.

Students who are alleging discrimination, harassment, or a violation of University policy must present their grievance in writing to their Campus Director of Academic Affairs, Director of Operations, Director of Student Services, or designee, as appropriate, within six (6) weeks of the incident. Such grievances are to be heard by a Campus Committee comprised of the following: one campus administrator, who will serve as Chair; one faculty member; and one student representative. A campus decision based upon the Campus Committee's recommendation may be appealed to the Office of Dispute Management (ODM) for review by the Central Administration Appeals Committee (CAAC) within ten (10) days of the date the student receives the decision from the campus.

Other grievances must be submitted in writing to ODM, which will determine the appropriate course of action or render a decision. Grievances relating to financial aid, account balances, or collections must be reviewed by campus management before being submitted to ODM. When such a grievance is received by ODM, the student will be provided guidance to file an appeal to be reviewed by the Financial Grievance Committee (FGC) for a final decision if it cannot be resolved informally.

Student Appeals Center (SAC)

For academic issues, students may submit through their Academic Representative to the Student Appeals Center (SAC) in ODM a request for a policy exception or to appeal a decision of the Office of Admissions & Evaluation. It is incumbent upon the student to provide their Academic Representative with an appeal letter and all relevant documents and statements of support. The Academic Representative will submit all of this information to SAC electronically. These appeals are generally sent to a college dean for review and decision. Note: grade disputes are not appealable to SAC.

In all cases of student grievances and appeals, if the issue cannot be resolved after exhausting the University's administrative procedures, the student may file an external complaint.

State Boards

In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, telephone (602) 542-5709.

In Florida, the student may contact the Florida Commission for Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; telephone (850) 245-3200.

In California, the student may contact the California Bureau for Private Postsecondary and Vocational Education, 400 R Street, Suite# 5000, Sacramento, CA 95814-6200 telephone (916) 445-3427.

In Maryland, the student may contact Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401-1781, telephone (410) 260-4500.

In Georgia, the student may contact the Georgia commission, Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084 Telephone: 770-414-3306.

In New Mexico, the student may contact the State of New Mexico Commission on Higher Education, 1068 Cerrillos Road, Santa Fe, NM 85701-4295, telephone (505) 827-7383.

In New Jersey, the student may contact New Jersey Higher Education Commission, 20 West State Street, 7th floor, Suite 305, P.O. Box 542, Trenton, NJ 08625-0542, telephone 609-292-4310.

In Ohio, the student may contact the State Board of Proprietary School Registration, 35 East Gay Street, Suite# 403, Columbus, OH 43215-3138, telephone (877) 275-4219.

In Oregon, the student may contact the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

In South Carolina, the student may contact the South Carolina Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, SC 29201, telephone: 803-737-2260.

In Tennessee, the student may contact the Tennessee Higher Education Commission, Nashville, TN 37243-0830, telephone (615)741-5293.

In Washington, the student may contact the Higher Education Coordinating Board/Degree Authorization, 917 Lakeridge Way SW, P.O. Box 43430, Olympia, WA 98504-3430, telephone (360) 753-7869.

You may obtain a copy of the University's accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting Apollo Legal Services at (480) 557-1168.

Grading Procedures

Formal grade reports are available through the student web site upon completion of each course. Grade reports indicate the course taken, credits received, and grade assigned. A student who has failed to make payment for tuition of a course will have the grade withheld until payment is made.

Faculty members are required to post final grades within seven days of completion of the course.

The University has established the following grading guidelines to be complied with by all faculty

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.67
A–	= 3.67	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	= .67
B–	= 2.67	F	= .00
C+	= 2.33		
C	= 2.00		
I	= Incomplete		
IP	= In Process		
IX	= In Progress extension		
W	= Withdrawal		
W/F	= Withdrawal failing		
P	= Passing		
AU	= Audit		
QC	= No grade awarded		
NC	= No credit		
WC	= Waived with credit		

Note: D- is the minimum passing grade for a University course; however, some University programs and courses require higher minimum grades (College of Arts and Sciences, Education, Nursing, Counseling). Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points as the grade is considered a failing grade.

A = Clearly stands out as excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

B = Grasps subject matter at a level considered to be good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality.

C = Demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally and in writing at an acceptable level for a college student. Has a generally acceptable understanding of all basic concepts.

D = Quality and quantity of work in and out of class is below average and barely acceptable.

***F** = Quality and quantity of work in and out of class is unacceptable.

Plus or minus grades indicate a high or low end grade that has been assigned.

***I** = INCOMPLETE

- Student granted extension to complete assignments.
- If a student is granted an Incomplete grade, the student's final grade will be reduced one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted.
- Students who earn a grade of "I" and successfully complete the course will have the "I" grade replaced with the earned grade. The "I" grade will no longer be displayed on the student record.

***IP** = IN PROGRESS

An IP grade may be awarded in the following instances:

- IP grade can only be awarded in qualified courses by the instructor and are allowed additional time to complete requirements.
- IP grade will default to a QC or F, depending on the course, if a letter grade is not posted by the instructor by the end of the IP timeframe.
- Faculty are not required to subtract one letter grade for IP grade awards.
- An IP grade is not calculated into the GPA.

***IX** = IN PROGRESS EXTENSION

An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who require special accommodations and provides additional time to complete a course (e.g. Americans with Disabilities Act accommodations).
- A new IX course completion date must be selected by the faculty member and can range from 5 weeks to 15 weeks.
- The IX grade is an option for any course on the drop-down menu and allows for more flexibility with setting the deadline date than the "I" grade does.
- Students will not be penalized one letter grade after completing the course.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.
- An IX grade is not calculated into the GPA

***QC** = No grade awarded.

A QC is awarded in the following instances:

- This grade may be used for zero credit courses once the attendance requirement has been satisfied.
- A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
- A QC grade is not calculated into the GPA
- This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.

AU = AUDIT

- Students may register for and audit selected University courses upon campus approval and payment of an audit fee.
- Students who audit a course must meet the following conditions:
  - Students must obtain the campus Director of Academic Affairs approval to enroll in the course.
  - Auditing students are passive participants in the class and are not held accountable for Study Group Task/Team work nor for assignment submission unless otherwise negotiated with the faculty member.
  - Auditing students are governed by all University policies and procedures that apply to non-auditing students.
- Department chairs determine which courses within their department are appropriate for audit.
- Auditing students will receive a designation of "AU" on their permanent record which will not carry any academic credit.
- Auditing students may not change their auditing status after attending one night of the course.

***W** = WITHDRAWAL

Students who attend at least one night of a course and missed at least two class sessions. The faculty member determines that the student was passing the course or cannot make a determination whether the student was passing or failing at the time of the withdrawal. Quality points are 0.00; the grade is not calculated in the GPA.

***WF** = WITHDRAWAL/FAILING

The student attended at least one night of a course and missed at least two class sessions. The faculty member determines that the student was failing the course at the time of the withdrawal. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

University of Phoenix required course, waived with credit.

** In order for a student to move forward within a Student Financial Aid academic year and/or meet the standards for satisfactory academic progress, he or she must successfully complete the required credit hours within prescribed timelines. Courses completed with 0 credits and/or grades that are not calculated in the GPA will not qualify as successfully completed courses. Therefore, students receiving a F, W, WF, I, IP or QC as a final grade will be required to successfully complete additional courses to make up for credit deficiency(ies) within their academic year. A Student Financial Aid academic year consists of a minimum of 24 credits and 30 weeks.*

Grade Reports and Transcripts

At the end of each course, the faculty member submits and posts grades for each student. Grades are available to students who have paid all tuition and fees owed. No grades will be given to a student over the phone. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu . The Registrar's Office cannot provide grade reports for students under any circumstances. Students who require grade verification must request an Official Grade Report or may print a grade from the student website. University of Phoenix students may also request a grade verification letter through University Services Support Center.

The student's official transcript is prepared by the Registrar's Office. The transcript will show the courses, grades, credits, and dates of instruction for each course. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Directed study courses completed through the Online Directed Study are subject to additional policies. Contact the Online Directed Study for further information.

The faculty deadline for changing an Incomplete grade is seven days from receipt of the student's completed assignments. Students must allow approximately two weeks for the grade change to be processed.

NOTE**:** Students may repeat courses. Only the grade and credit for the most recent repetition is used in calculating total hours earned and total cumulative grade–point averages. However, the original and repeated grades remain on the transcript bearing a symbol to show that a particular course has been repeated.

Transcripts will be released only to students who have paid all tuition and fees owed to the University.

Transcript Request Forms are available at any University of Phoenix campus. Completed forms should be mailed to the Office of the Registrar, University of Phoenix, 4035 S Riverpoint Parkway CF-L201. The Family Education Rights and Privacy Act of 1974 requires that all transcript requests be submitted in writing and be signed by the student.

Telephone requests for transcripts may be processed in extenuating circumstances when paying by credit card and after student identification has been established.

Students may request official transcripts from the student website (https://ecampus.phoenix.edu) by selecting the Services menu and following the directions for requesting a transcript.

The University cannot release transcripts received from other institutions. Copies of these transcripts must be obtained from the original institution. All official transcripts submitted to the University of Phoenix become the property of the University and will not be returned to the student.

All student academic records are retained, secured, and disposed of in accordance with local, state, and federal regulations. All student record information is maintained on the University computer system, paper and/or microfiche, microfilm, or electronic imaging system.

Grade Disputes

Students disputing a grade received may contact the Director of Academic Affairs or designee who will assist them in contacting the faculty member to discuss the grade dispute. The faculty member's decision is final. A grade dispute must be initiated within six (6) weeks of the grade posting date. Grade disputes are not appealable beyond the campus level.

Students' grades may not be changed by the faculty member after the grades have been submitted unless the student initiates the formal grade dispute process or if the faculty member determines the original grade was improperly calculated.

Students' grades represent the work and knowledge level attained within the regularly scheduled course dates. Students are not allowed to submit extra work to raise their grade after the course has ended because this grade would no longer reflect the level of competency achieved upon completion of the course.

Program Changes

Students wishing to change their course of study may do so through consultation with their Academic Representative. The student must sign a new enrollment agreement and meet the admission requirements of the new program. Students are then required to complete any curriculum or degree requirements for the new program. Previously completed coursework may not apply to the new program requirements.

Diploma Application and Degree Conferral

Students must submit a Diploma Application in order for their degree to be conferred. Once students have completed all degree requirements, a Diploma/Certificate Application link will be posted on their student web site at https://ecampus.phoenix.edu under the Important Messages section. If for some reason the link does not appear, students may contact their Academic Representatives for a paper copy of the Diploma Application. Once the Registrar's Office receives the Diploma Application and the student has satisfied all financial obligations to the University, an official audit of the student's record will be conducted. If all degree requirements have been met, the student will be degree conferred and a Diploma and degree posted transcript will be ordered and mailed to the student .

Degree Posting

Degrees are posted to students' transcripts on a monthly basis. A student's degree will be posted on his or her transcript on the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit has been posted to the academic record. The student's individual degree completion date is recorded on the transcript, indicating that all academic requirements for the degree were fulfilled on that date.

Diplomas are ordered bearing the date the degree was posted for all students who have completed degree requirements and who have paid all tuition and fees. Diplomas are processed and mailed approximately two weeks after the degree has been conferred.

Students who are not eligible for graduation are notified by their Academic Representative of their degree deficiencies.

Graduation with Honors

Bachelor degree students who complete their degree program with a Grade Point Average of 3.85 or higher will graduate with Honors distinction. The Honors designation will appear on the University Diploma and permanent transcript.The Honors distinction will not be recognized during University commencement ceremonies.

Participation in Commencement Ceremony

Commencement ceremonies are held at each University campus. Undergraduate and Graduate students who have completed all but 9 credits required for their degree will be permitted to participate in the commencement ceremony. Doctoral students must satisfy all credit requirements prior to commencement eligibility. Students must also be in good academic and financial standing to be eligible for commencement participation.

Graduation Deadlines

Students in an Associates of Arts degree program must satisfy all degree requirements within five (5) years from the start of the program. Students in the AA through CR program must satisfy all degree requirements within two (2) years from the start of the program. Students inundergraduate degree programs must satisfy all degree requirements within seven (7) years from the start of the program. Students in masters degree programs must satisfy all degree requirements within five (5) years from the start of the program. Students in doctoral degree programs must satisfy all degree requirements within six (6) years from the start of the program. Students in certificate programs must satisfy all completion requirements within five (5) years from the start of the program.

Records Retention and Disposition

The maintenance, retention and disposition of documents relating to student educational records are governed by institutional policy. A listing of documents and disposition schedules filed in the Registrar's Office includes:

- The permanent academic records of students are retained indefinitely.
- Applications for admission and/or re–admission, transcripts issued by other institutions, military service documents, undergraduate admission evaluations, national testing results, program changes and pertinent correspondence are retained for three years after the student's last date of attendance.

University policy prohibits reproduction of transcripts and similar documents issued by other educational institutions.

Disclaimer on Job Placement

The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.

UNIVERSITY OF PHOENIX QUALITY IMPROVEMENT INITIATIVES

Outcomes Assessment

Outcomes assessment is an integral part of the educational process and organizational culture at University of Phoenix. Assessment occurs throughout each learner's program of study, with various measures being taken at the time of registration, throughout their programs, upon graduation and several years following graduation.

The comprehensive nature of the assessment system and the longitudinal data that have been produced provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning outcomes are used in the curriculum development process, as well as in the creation of faculty development tools. Administrative support systems are also streamlined and made more user-friendly, building on the analysis of information gathered.

Institutional Quality Improvement

The purpose of the Institutional Quality Improvement System is to document that the institution is meeting its mission and purposes through continuous assessments based on a comprehensive array of quality control and assurance instruments. A major component of this plan is the assessment of student learning.

Academic Assessment Plan

The University's continuous search for the best ways to assure quality control led to the adoption of an Academic Assessment Plan (AAP), designed to demonstrate that our graduates meet programmatic and University learning goals. The AAP is comprised of four ongoing an iterative steps. These include:

- Prepare annual assessment plan for academic programs.
- Prepare annual assessment result reports for academic programs, based on student learning outcomes.
- Implement improvements based on assessment results.
- Monitor effectiveness of implemented improvements.

The AAP provides the means for governing and monitoring the educational experience of our students, and gathering evidence of student learning. The University's Academic Assessment Plan includes an ongoing combination of cognitive measures, such as course embedded assignments and portfolios and affective measures, that gather information from students, alumni, and employers. The instruments and measures are designed to provide reliable evidence to the faculty and administration to support continuous improvement of academic programs.

This page left blank intentionally.

ACADEMIC RESEARCH GROUP

Mission Statement

The Academic Research Group (ARG), through its Effectiveness Sources Portal (E.S.P.) ESP System, provides access to substantive information that supports decision making throughout the University. Access to intelligence provided by ARG is an essential component of University academic governance and operations.

Adult Learning Outcomes Assessment Tasks

Professional and Educational Values Assessments (PEVA)

Students receive a pre- and post-professional and educational values assessment. This assessment focuses on the values students place on professional knowledge and skills. Commitment to teamwork and cooperation, self-confidence, preferred learning style, a sense of competence, educational goals, professional values, and career success factors are assessed. The comprehensive values assessment contains empirically validated, scaled, and ranked questions.

Communication Skills Inventory

Development of communication skills is a major curricular element in the University's education programs. Upon entrance into a program, the students self-assess their communication skills (i.e., written, oral and group). At graduation, the student again self-assesses and a faculty member assesses the student's communication skills. Comparison of student and faculty evaluations of the student's communication skills and abilities improvement is provided.

Academic Quality Management System (AQMS)

The Academic Quality Management System (AQMS) provides University of Phoenix feedback for continuous improvement of educational and operational processes. As it consists of a group of instruments and measures designed to monitor the day-to-day educational systems involving student, faculty, curricular, and administrative services. By performing interim program diagnoses, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from the AQMS is used formatively for assessing quality and compliance.

Composition Academic Quality Management System (AQMS)

Registration Survey

During the registration process, students are asked to provide basic background information about themselves. Much of the information from this Registration Survey is used for analyzing outreach trends and for regulatory reporting.

However, the Registration Survey also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University: to identify major academic and professional objectives, to rate the importance of factors influencing their decision to choose the University of Phoenix over alternative institutions, and to indicate what instructional methods are most effective in helping them assimilate and retain knowledge. The Registration Survey is also used to discover how students learned about the University, how they are financing their education, where they live and work in relation to University facilities, what their employer's opinions are of University of Phoenix programs, and whether they are satisfied with the recruitment and registration processes.

Faculty Grading Practices

Accurate and fair evaluation of student academic performance is an important attribute of an effective educational program.

Accordingly, measures of grade variance are reported by program. Grade variance for campus and individual faculty members are reported as elements of feedback for self-improvement and compliance with University standards of good practice.

End-of-Program Survey

Students finishing their degree programs complete an End-of-Program Survey. This survey asks graduating students to evaluate their overall University of Phoenix experience in areas such as quality of the education they received, skills and knowledge, and workplace application, as well as career advancement and progression. University officials use the information from this survey to continually enhance curriculum, instruction, student services, and overall university operations.

Longitudinal Assessments

Numerous special studies are undertaken to explore trends and issues of potential significance to academic decision-makers. These studies may include enrollment by campus by academic program, persistence and graduation rates by admission status (first-time; lower-and upper-division transfers), gender and race/ethnicity, class size by rating of faculty and educational effectiveness, etc. Emphasis is placed on examining the nature and extent to which students' educational needs and expectations are being met during the enrollment process, throughout their course work, when they graduate, and in their continuing professional development as alumni.

Additional Research Support

Special studies can be conducted on academic policy, program and organizational effectiveness, and marketing issues necessary to support institutional decision making. Research support may take several forms, including: a) assistance in reviewing and evaluating externally conducted research, b) assistance with project planning and management for internally based research projects, c) assistance with interpretation of secondary databases, d) analysis and reporting on information contained in various institutional databases, and e) information for campus needs (e.g., marketing based on geographical analysis, etc)

This page left blank intentionally.

ALUMNI ASSOCIATION

The Alumni Association provides services and benefits to University of Phoenix graduates, as well as current degree and certificate seeking students.

Consistent with the ethics of the University, all graduates are encouraged to maintain ties with the University through involvement with the Alumni Association. Graduates of University of Phoenix should self-register as members of the Alumni Association by visiting www.phoenixalumni.com. Of course, no membership dues are required.

The purposes and accomplishments of the Alumni Association is to reflect the University's commitment to the educational needs and career goals of its working adult students.

As part of its goals, the Alumni Association strives to:

- foster the mission and purposes of University of Phoenix.
- develop a spirit of loyalty to the University among alumni.
- promote communication and good fellowship among the alumni, students, faculty, and administration of University of Phoenix.
- provide the members of the organization mutual aid and support in the achievement of their professional goals.
- perform a public relations role in the community.
- promote continuing education focused directly or indirectly to advance the cause of education, whether general, professional, paraprofessional, or technical.

Career Services Opportunities

The Alumni Association offers services to assist alumni in their career endeavors.

Available at the Alumni Association online is a job posting board that provides employers the opportunity to publish career opportunities to University of Phoenix alumni. While the Alumni Association does not offer a job placement service for graduates, this site offers visibility to employer opportunities to many thousands of qualified graduates around the world.

This service has been developed in response to the numerous requests received from employers and alumni for career networking opportunities. This network provides employers with an online bulletin board to publicize job openings to University of Phoenix alumni. Once registered, employers can post jobs directly online. Alumni have the opportunity to view employers' job openings, company profiles and, if so desired, connect with potential employers. If you have any questions, please contact the Alumni Association Office at 1-800-795-2586.

Additional Information

The Alumni Association is constantly evaluating new services and benefits for its alumni and students of University of Phoenix.

For further information about the Alumni Association or the programs offered, call 1-800-795-ALUM or visit online at www.phoenixalumni.com.

This page left blank intentionally.

UNDERGRADUATE PROGRAMS

Admission Procedures

Application Process

Prospective students applying for admission to the University's undergraduate degree programs begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and formal written notice is provided by the Corporate Office of Admissions & Evaluation.

The University will advise students regarding the documents required in order to begin a program of study. Students in all programs may attend their first three courses under Registered status. All students, however, must submit all admission documentation and gain Admitted and Matriculated status prior to the start of their fourth course. Under extenuating circumstances and with the approval of the campus Vice President/Director, students may receive permission to attend up to five courses under Registered Status.

Students are encouraged to have all admission documentation submitted prior to the end of the first course. Students who are not admitted and matriculated prior to enrollment in the fourth course must withdraw until such time as they are formally admitted and matriculated by the Corporate Office of Admissions & Evaluation, unless approval has been granted for continued enrollment by the campus Vice President/Director.

Undergraduate students who have served in the military service must submit their Army American Council on Education Registry Transcript System (AARTS) or Sailor/Marine American Council on Education Registry Transcript (SMART), Coast Guard Institute (CGI) or discharge papers (DD214) for review for potential transfer credits. This is a requirement if students will be applying for VA educational assistance.

Applications of individuals who have not gained admission to or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and materials.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application. University staff will process all requests for transcripts on behalf of the student. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. Students must sign a "Transcript Request Form" for each transcript being requested from educational institutions and national testing centers.

Official Transcript Time Limits

All official transcripts must show an issuing date not more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript.

Official foreign records do not have the same time limit, as these documents may be difficult to obtain. This exception does not apply to Canada, Mexico or U.S. territories.

Foreign Transcripts

All academic records from Albania, Algeria, Armenia, Austria, Azerbajan, Belarus, Belgium, Benin, Bosnia-Herzegovina, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Central Aftrican Republic, Chad, Congo, Democratic Republic of Congo, Cote d'lvoire, Croatia, Czech Republic, Czechoslovakia, Democratic People's Republic of Korea (North Korea), Denmark, Djibouti, Estonia, Finland, France, French Guiana, French Polynesia, Gabon, Georgia, Guinea, Haiti, Hungary, Iceland, Kyrgyzstan, Lao People's Democratic Republic, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Madagascar, Maldives, Mali, Mauritania, Mauritius, Republic of Moldova, Monaco, Mongolia, Morocco, New Caledonia, Niger, Norway, Poland, Romania, Russia (Russian Federation), Senegal, Serbia & Montenegro, Slovakia, Slovenia, Somalia, South Korea, Sweden, Switzerland, Togo, Tunisia, Turkmenistan, Ukraine, Uzbekistan, and Vietnam must be evaluated by an evaluation service approved by the University of Phoenix. The evaluation services follow standards approved by the National Association of Foreign Student Administrators (NAFSA). A special application form is required for the evaluation and applicants should contact a University of Phoenix campus for the appropriate application. If the academic records are in another language, a certified English translation is required. The University will accept translations from the issuing institution or an official translation service.

An applicant relying on education completed in Albania, Algeria, Armenia, Austria, Azerbajan, Belarus, Belgium, Benin, Bosnia-Herzegovina, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Central Aftrican Republic, Chad, Congo, Democratic Republic of Congo, Cote d'lvoire, Croatia, Czech Republic, Czechoslovakia, Democratic People's Republic of Korea (North Korea), Denmark, Djibouti, Estonia, Finland, France, French Guiana, French Polynesia, Gabon, Georgia, Guinea, Haiti, Hungary, Iceland, Kyrgyzstan, Lao People's Democratic Republic, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Madagascar, Maldives, Mali, Mauritania, Mauritius, Republic of Moldova, Monaco, Mongolia, Morocco, New Caledonia, Niger, Norway, Poland, Romania, Russia (Russian Federation), Senegal, Serbia & Montenegro, Slovakia, Slovenia, Somalia, South Korea, Sweden, Switzerland, Togo, Tunisia, Turkmenistan, Ukraine, Uzbekistan, or Vietnam for admission will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service or evaluation performed by the Corporate Office of Admissions & Evaluation and fulfilling all other admission requirements. Official documentation of the applicant's foreign education and the official evaluation report must be submitted with the admission file.

Non–Native Speakers of English

An applicant whose native language is not English will not be eligible to attend classes under Registered status. Official documentation of the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.

Admission Appeal Process

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review.

It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

Undergraduate Admission Requirements

Certain undergraduate programs have additional admission requirements listed after the required course of study. All applicants are expected to meet the following admission requirements:

- Applicants whose native language is not English must have either:
  - Achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) 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.
- 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 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 undergraduate application
- A signed Enrollment/Disclosure Agreement.

Introductory Course Sequence

Introductory course students must complete GEN 101 with a passing grade. Students cannot progress to the next course unless they have completed GEN 101 and received the minimum required grade.

Students enrolling in most University bachelor degree programs with fewer than 24 transferable semester credits from regionally accredited, or approved nationally accredited, or candidate for accreditation colleges and universities must enroll in the first cluster of the Introductory Course Sequence:

GEN 101 ..... 3 credits
Skills for Lifelong Learning
COMM 105 ..... 3 credits
Introduction to Effective Written Communication
SOC 110 ..... 3 credits
Teamwork, Collaboration, and Conflict Resolution
COMM 110 ..... 3 credits
Introduction to Oral Communications
(Online campus and FlexNet students only will be able to use COMM 102)
RES 110 ..... 3 credits
Introduction to Research and Information Utilization

GEN 101 must be taken as the first course in the student's program of study. The remaining four courses must be taken within 12 months of enrollment.

NOTE: LPN/BSN students are exempt from the ICS sequence, however students with less than 24 credits may take one of the ICS course to satisfy program requirements as applicable.

Academic Progression

Students entering the University with fewer than 24 college credits must complete a prescribed sequence of introductory courses to enroll in the Introductory Course Sequence. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take select courses in the business foundation. Students must have 60 credits to enroll in the major.

As an alternative, enrollment into major course work also extends to students who have completed 45 credits, of which 21 credits were earned at the University.

Math and English Prerequisites

In line with the mission of the University's General Education program to ensure that students have reached baseline levels in basic skills before entering into the professional programs, students must satisfy prerequisites in the areas of written communication and mathematical reasoning.

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

Written Communication

- Earn a passing grade in COMM 215
- Achieve a passing score on the College Composition CLEP exam.
- A grade of "C-" or better in a comparable course transferred from a regionally or approved nationally, accredited institution.

- Mathematical Reasoning
  - Earn a passing grade in MTH 209
  - Achieve a passing score on Mathematics (or higher) CLEP exam.
  - A grade of "C-" or better in a comparable course transferred from a regionally or approved nationally, accredited institution.

Waivers

The University defines a waiver as the substitution of a required course with a comparable transcripted upper division course. Students may find specific course waiver information after the applicable required course of study.

Students requesting course waivers must make formal written requests to the Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses they request to be waived, the courses to be transferred into the required course of study, and the universities where the courses were completed.

An official catalog course description must accompany the request. The official transcript from the institution where the course was completed must also be submitted, unless it has previously been submitted to the University as part of the application process.

Degree Requirements

Students must complete the minimum number of upper and/or lower division credits that make up the required course of study. Completion of the Comprehensive General Education Program, including a minimum number of credits distributed among Liberal Arts and Interdisciplinary components is also required. Degree requirements may vary by program and may be found after each required course of study.

Degree Completion Options

Students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

- Complete additional upper or lower division elective courses offered by the University of Phoenix;
- Complete approved CLEP, Excelsior, or DANTES examinations;
- Participate in the Prior Learning Assessment process as described in this catalog; or
- Complete approved courses at other regionally or nationally accredited associate degree granting candidates for accreditation college or university.

Students who need additional academic credits to graduate should contact an Academic representative to ensure that there is no duplication or regression of previously completed course work.

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Arts and Sciences, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society. The University's general education program embraces four goals:

- To refine students' abilities to apply problem–solving skills in many settings and contexts.
- To promote students' active awareness of their relationships to the natural, social, and cultural environments.
- To develop students' appreciation for and commitment to lifelong learning.
- To prepare students with competencies needed to fully benefit from and successfully complete their professional programs of study.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communications, in the handling and use of quantitative information, and the application of analytic and synthetic–creative thinking skills. This background provides students with the perspectives needed for meaningful self–examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

If elective curriculum is being taken to satisfy graduation requirements, the courses being taken cannot duplicate credits earned in the required course of study, credits earned at other institutions, credits earned through national testing programs, or credits awarded through Prior Learning Assessment.

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of traditional liberal arts categories. The number of credits required in each category varies by program and may be found after each program. The purpose of this component is to ensure that students are exposed to a breadth of traditional liberal arts essential to a baccalaureate experience, and is distributed as follows:

Communication Arts, credit requirements vary by program

Course work in the Communication Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

English/Lanuage Arts, credit requirements vary by program

Course work in the English/Language Arts primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills.

Mathematics, credit requirements vary by program
Course work in the mathematics area develops quantitative and analytical skills in the fields of mathematics and advanced logic. The area does not include courses in which mathematics is merely an applied component (such as finance and accounting), nor does it include mathematics foundation courses below the level of college algebra.

Social Sciences, credit requirements vary by program
Course work in the social science promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Social Studies, credit requirements vary by program
Course work in the social studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.

Humanities, credit requirements vary by program
Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Fine Arts, credits requirements vary by program
Course work in the fine arts focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

Science/Technology, credit requirements vary by program
Course work in the sciences provides students with an understanding of nature and the physical world, along with knowledge of the methods scientists use to study the world around them. Courses in astronomy, biology, chemistry, physics, anatomy and physiology, geology, and environmental science typically satisfy requirements in this area. All students must complete a minimum of three credits in the physical/biological sciences as part of the six credit Science/Technology requirement. Certain courses in geography or aerospace studies which emphasize the earth's physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

Additional Liberal Arts, credit requirements vary by program
Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

Interdisciplinary Component

Interdisciplinary, credit requirements vary by program
To fulfill this requirement, students may select additional general education courses, or they may select from any University courses other than those in their major field. The intent of this requirement is to further increase students' exposure to the liberal arts and to facilitate their exposure to field of study beyond the necessarily narrow scope of their professional interest. Students are encouraged to explore diverse content areas to add depth to their academic and professional knowledge base**.**

Professional Development Component

Professional Development, 3 credits
GEN 300, Skills for Professional Development, is required as the first course for all undergraduate students. It is part of the required course of study. This course focuses on the knowledge and skills necessary for a returning adult student to be successful. It also introduces students to the theories of adult learning that underlie their professional programs. *Note:* This requirement can also be filled with GEN 101 for ICS students. ICS students will be required to complete other upper division elective or business credits in the BSB program to satisfy degree requirements. The upper division credit must be business-related for Bachelor of Science in Business students.

Integrating Component

Integrating, 3 credits
GEN 480, This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
BUS 475, The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.
In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix's includes courses that integrate general education principles. The University of Phoenix's educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component.

Prior Learning Assessment

Prior Learning Assessment is a process that may save students time and money in completing a degree program. The Prior Learning Assessment process determines if learning received outside of the traditional university classroom is equivalent to academic curriculum and eligible for college credit. Learning that is eligible for assessment includes: Professional Training, Licenses, course work at non-transferable institutions, and Experiential Learning Essays. Prior Learning Assessment applies only to Associate or Undergraduate degree programs. Any credit awards are limited to elective or general education requirements.

Corporate articulation provides an opportunity for students to earn up to 30 undergraduate semester credits for professional training obtained through their employer(s). Corporate training is assessed for academic equivalency to college level classroom learning. The recognition of corporate training is a concept based on accepted principles of adult learning and serves to validate the professional competence and learning experience achieved by students outside of a traditional college classroom. Credit awards are applied to associate or bachelor elective or general education areas within degree programs.

Prior Learning Credit

A maximum of 30 Prior Learning credits may be earned as a result of professional training (workshops, seminars, licenses, business and professional courses, and other institutionally–sponsored course work).

The University may award up to 30 undergraduate semester credits for verified college–level learning gained through experience, and submitted in the form of experiential course writing referred to as Experiential Learning Essay. No student may earn more than 60 credits from any combination of experiential learning, national testing, credit by exam, American Council on Education (ACE), military and professional course work and training.

Faculty Assessment Evaluations

Portfolio evaluations are performed in accordance with the policies of the University, individual state regulatory requirements, the standards of the Council for Adult and Experiential Learning, and the Council for Higher Education Association.

The University maintains a centralized Prior Learning Assessment team within University Services which directs evaluations and controls for the assessment of prior learning for credit.

Prior Learning Assessment Submission and Posting & Fees

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment:

Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment_center/prior_learning_assessment_center.aspx.

Transcription of Prior Learning Assessment Credits

Credits awarded are posted to student transcripts by Prior Learning Assessment. Since these credits are a permanent part of a student's academic record, fees are non–refundable.

Privacy of Portfolio

The University considers all Prior Experiential Learning course writing and Professional Training Portfolios to be confidential. For this reason, access to portfolio submissions is limited to members of the University's assessment and administrative staff, faculty evaluators, and members of accreditation evaluating teams. However, students may sign a release form which allows the University to use portions of the portfolio material in professional training workshops for counselors and faculty members, and as classroom examples.

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution's discretion.

Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program matriculation is required (all other transfer credit applied in the program) prior to portfolio submission.

This page left blank intentionally.

JOHN SPERLING SCHOOL OF BUSINESS - UNDERGRADUATE

The John Sperling School of Business and offers the Bachelor of Science in Business program, which includes a choice of several different majorsAdministration,Management.Marketing,Undergraduate Business and Management works closely with other academic colleges to provide and administer academic courses in other business related fields. In cooperation with the College of Information Systems and Technology (IS&T), the College of Undergraduate Business and Management provides select IS&T courses in the e-Business and Information Systems major. The college also works cooperatively with the College of Arts and Sciences to give breadth to the undergraduate learning experience through the integration of general education and professional course work.

The Bachelor of Science in Business

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course. Special emphasis is placed on critical business threads throughout the program, which include: globalization, innovation, ethics, technology, diversity, and ebusiness.

BSB Required Course of Study

The Bachelor of Science in Business program is organized into two academic components, which include the Business Foundation and the program Major.

39 credits are allocated to a series of courses called Business Foundation courses. These are business courses that are shared across all business majors. Business Foundation courses are as follows:

GEN 300 ..... 3 credits
Skills For Professional Development
MGT 330 ..... 3 credits
Management: Theory, Practice, and Application
MGT 344 ..... 3 credits
Organizational Behavior and Ethical Responsibility
MGT 350 ..... 3 credits
Critical Thinking: Strategies in Decision Making
RES 341 ..... 3 credits
Research and Evaluation I
RES 342 ..... 3 credits
Research and Evaluation II
CIS 319 ..... 3 credits
Computer Information Processing
ACC 300 ..... 3 credits
Principles of Accounting
BUS 415 ..... 3 credits
Business Law
FIN 370 ..... 3 credits
Finance for Business
MKT 421 ..... 3 credits
Marketing
ECO 365 ..... 3 credits
Principles of Microeconomics
BUS 475 ..... 3 credits
Integrated Business Topics

*The Accounting major has a 27 credit foundation comprised of: GEN 300, MGT 330, MGT 344, MGT 350, ECO 365, ECO 372, FIN 320, BUS 421, and BUS 422

1. In addition to the 39 credit Business Foundation, an additional 18 credits are allocated to the Administration, Finance, Management, and Organizational Innovation majors;

2. In addition to the 39 credit Business Foundation, an additional 21 credits are allocated to the Public Administration, Retail Management, Information Systems, Global Business Management, Hospitality Management, Integrated Supply Chain and Operations Management, Communications, e- Business, and Marketing majors;

3. In addition to the 27 credit business foundation, an additional 39 credits are allocated to the Accounting major.

These requirements comprise the BSB core required course of study. The required course of study is 57 upper-division credits for the Administration, Finance, Management, and Organizational Innovation majors; and 60 credits for the Marketing, e-Business, Hospitality Management, Communications, Public Administration, Retail Management, Information Systems, Global Business Management, Integrated Supply Chain and Operations Management majors; and 66 credits for Accounting major.

Completion of the required course of study fulfills only part of the requirement for the BSB degree. Refer to BSB Degree Requirements for further details.

The BSB program involves a variety of learning formats, depending on the material and skills to be developed. These formats include lecture, seminars, team teaching, and self-directed learning.

The Bachelor of Science in Business/Major in Administration

The following Bachelor of Science in Business/Major in Administration (BSB/A) program is offered at these University of Phoenix campus locations: Des Moines. While widely available, not all programs and concentrations are available in all states and in all modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Please check with your local campus.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course. Special emphasis is placed on critical business threads throughout the program, which include: globalization, innovation, ethics, technology, diversity, and ebusiness.

The administration major is designed for the working professional employed in a business or public organization. The major coursework emphasizes quantitative skills and is designed to enable graduates to deal effectively with an increasingly complex business environment. The administration major examines the areas of economics, accounting and finance for decision making, project management, operations management, and continuity planning and management.

This undergraduate degree program has a 57-credit Required Course of Study: 39-credits are allocated to the Bachelor of Science in Business foundation and 18-credits are allocated to the administration major. Select courses have prerequisite requirements. In addition to the Required Course of Study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

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

BSB/A Required Course of Study

Business Foundation-39 credits

GEN 300 ..... 3 credits
Skills for Professional Development
MGT 330 ~ ..... 3 credits
Management: Theory, Practice, Application
MGT 344 ~ ..... 3 credits
Organizational Behavior and Ethical Responsibility
MGT 350 ~ ..... 3 credits
Critical Thinking: Strategies in Decision Making
RES 341 ~ ..... 3 credits
Research and Evaluation I
RES 342 ~ ..... 3 credits
Research and Evaluation II
CIS 319 ~ ..... 3 credits
Computers and Information Processing
ACC 300 ~ ..... 3 credits
Principles of Accounting
BUS 415 ~ ..... 3 credits
Business Law
FIN 370 ~ ..... 3 credits
Finance for Business
MKT 421 ~ ..... 3 credits
Marketing
ECO 365 ~ ..... 3 credits
Principles of Microeconomics
BUS 475 ~ ..... 3 credits
Integrated Business Topics

Administration Major - 33 credits

ECO 372 ~ ..... 3 credits
Principles of Macroeconomics
ACC 400 ~ ..... 3 credits
Accounting for Decision Making
FIN 419 ~ ..... 3 credits
Finance for Decision Making
MGT 437 ~ ..... 3 credits
Project Management
ISCOM 471 ~ ..... 3 credits
Operations Management
MGT 417 ~ ..... 3 credits
Business Continuity Planning and Management

The University reserves the right to modify curriculum associated with the major and the required course of study.

Additional Admission Requirements for BSB/A

- High school graduation, or G.E.D. certificateApplicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB/A

The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits (Required Course of Study).
  - A maximum of 63 lower division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.

General Studies Requirements for the BSB/A

All students must complete 54 general education credits including the foundation courses and general education courses including credits from the following areas as shown:

Communication Arts Requirement(s) 6 credits
Humanities Requirement(s) 6 credits
Mathematics Requirement(s) 6 credits
Science & Technology Requirement(s) 6 credits
Social Science Requirement(s) 6 credits
Interdisciplinary Requirement(s) 18 credits
Additional Liberal Arts Requirement(s) 6 credits

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

Progression Requirements for the BSB/A

- Students entering with fewer than 24 degree-applicable credits (including credits held in reserve) verified through an unofficial transcript pre-evaluation at the campus are required to enroll in GEN 101 and the College of Arts and Sciences Sequence (CAS).
- Students must complete a minimum of 24 degree-applicable credits in order to enroll in the following coursework: GEN 300, MGT 330, MGT 344, MGT 350 ACC 340 and ECO 365.
- Students must complete a minimum of 60 credits (or 45 credits of which 21 were earned at the University) in order to enroll in all remaining foundation and major course work.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Residency Requirements for the BSB/A

The University requires that a portion of the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 upper division credits at the University.

Students in this program may waive, with or without credit, a maximum of thirty six (36) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive coursework.)

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

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

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: GEN 300, MGT 350, BUS 475

The Bachelor of Science in Business/Major in Management

The following Bachelor of Science in Business/Major in Management (BSB/M) program is offered at these University of Phoenix campus locations: Des Moines. While widely available, not all programs and concentrations are available in all states and in all modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Please check with your local campus.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course. Special emphasis is placed on critical business threads throughout the program, which include: globalization, innovation, ethics, technology, diversity, and ebusiness.

The management major concentrates on managing human and fiscal resources within the structure, culture, and missions of any organization. The Major stresses skill development in the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations.

This undergraduate degree program has a 57-credit Required Course of Study: 39-credits are allocated to the Bachelor of Science in Business foundation and 18-credits are allocated to the management major. Select courses have prerequisite requirements. In addition to the Required Course of Study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

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

BSB/M Required Course of Study

Business Foundation-39 credits

GEN 300* ..... 3 credits
Skills for Professional Development

MGT 330 ~ ..... 3 credits
Management: Theory, Practice, Application

MGT 344 ~ ..... 3 credits
Organizational Behavior and Ethical Responsibility

MGT 350 ~ ..... 3 credits
Critical Thinking: Strategies in Decision Making

RES 341 ~ ..... 3 credits
Research and Evaluation I

RES 342 ~ ..... 3 credits
Research and Evaluation II

CIS 319 ~ ..... 3 credits
Computers and Information Processing

ACC 300 ~ ..... 3 credits
Principles of Accounting

BUS 415 ~ ..... 3 credits
Business Law
FIN 370 ~ ..... 3 credits
Finance for Business
MKT 421 ~ ..... 3 credits
Marketing
ECO 365 ~ ..... 3 credits
Principles of Microeconomics
BUS 475 ~ ..... 3 credits
Integrated Business Topics

BSB/M Major - 18 credits

OI 461 ~ ..... 3 credits
Innovation, Design, and Creativity for a Competitive Advantage
MGT 448 ~ ..... 3 credits
Global Business
MGT 449 ~ ..... 3 credits
Quality Management and Productivity
MGT 431 ~ ..... 3 credits
Human Resources Management
MGT 434 ~ ..... 3 credits
Employment Law
MGT 445 ~ ..... 3 credits
Organizational Negotiations

The University reserves the right to modify curriculum associated with the major and the required course of study.

Additional Admission Requirements for the BSB/M

- High school graduation, or G.E.D. certificateApplicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB/M

The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 57 upper division credits (Required Course of Study).
  - A maximum of 63 lower division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.

General Studies Requirements for the BSB/M

All students must complete 54 general education credits including the foundation courses and general education courses including credits from the following areas as shown:

Communication Arts Requirement(s) 6 credits
Humanities Requirement(s) 6 credits
Mathematics Requirement(s) 6 credits
Science & Technology Requirement(s) 6 credits
Social Science Requirement(s) 6 credits
Interdisciplinary Requirement(s) 18 credits
Additional Liberal Arts Requirement(s) 6 credits

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

Progression Requirements for the BSB/M

- Students entering with fewer than 24 degree-applicable credits (including credits held in reserve) verified through an unofficial transcript pre-evaluation at the campus are required to enroll in GEN 101 and the College of Arts and Sciences Sequence (CAS).
- Students must complete a minimum of 24 degree-applicable credits in order to enroll in the following coursework: GEN 300, MGT 330, MGT 344, MGT 350, RES 341, RES 342, CIS 319, ECO 365 and BUS 415
- Students must complete a minimum of 60 credits (or 45 credits of which 21 were earned at the University) in order to enroll in all remaining foundation and major course work.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Residency Requirements for the BSB/M

The University requires that a portion of the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 upper division credits at the University.

Students in this program may waive, with or without credit, a maximum of twenty-seven (27) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive coursework.)

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

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

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: GEN 300, MGT 350, BUS 475

The Bachelor of Science in Business/Majorin Marketing

The following Bachelor of Science in Business/Major in Marketing (BSB/MKT) program is offered at these University of Phoenix campus locations: Des Moines. While widely available, not all programs and concentrations are available in all states and in all modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Please check with your local campus.

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, organizational behavior, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course. Special emphasis is placed on critical business threads throughout the program, which include: globalization, innovation, ethics, technology, diversity, and ebusiness.

Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise. The Marketing Major addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The marketing major includes a foundational marketing course upon which further study in the areas of buyer behavior, advertising, marketing research, and international marketing is based.

This undergraduate degree program has a 60 credit Required Course of Study: 39 credits are allocated to the Bachelor of Science in Business foundation and 21 credits are allocated to the Marketing major. Select courses have prerequisite requirements. In addition to the Required Course of Study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

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

BSB/MKT Required Course of Study

Business Foundation-39 credits

GEN 300* ..... 3 credits
Skills for Professional Development
MGT 330 ~ ..... 3 credits
Management: Theory, Practice, Application
MGT 344 ~ ..... 3 credits
Organizational Behavior and Ethical Responsibility
MGT 350 ~ ..... 3 credits
Critical Thinking: Strategies in Decision Making
RES 341 ~ ..... 3 credits
Research and Evaluation I
RES 342 ~ ..... 3 credits
Research and Evaluation II
CIS 319 ~ ..... 3 credits
Computers and Information Processing
ACC 300 ~ .....3 credits
Principles of Accounting
BUS 415 ~ .....3 credits
Business Law
FIN 370 ~ .....3 credits
Finance for Business
MKT 421 ~ .....3 credits
Marketing
ECO 365 ~.....3 credits
Principles of Microeconomics
BUS 475 ~ .....3 credits
Integrated Business Topics

BSB/MKT Major - 21 credits

MKT 435 ~.....3 credits
Consumer Behavior
MKT 441 ~.....3 credits
Marketing Research
MKT 438 ~.....3 credits
Public Relations
MKT 445 ~.....3 credits
Sales, Tools and Strategies
MKT 447 ~.....3 credits
Advertising and Creativity
MKT 450 ~.....3 credits
International Marketing
MKT 498 ~.....3 credits
Integrated Marketing Strategies

The University reserves the right to modify curriculum associated with the major and the required course of study.

Additional Admission Requirements for the BSB/MKT

- High school graduation, or G.E.D. certificateApplicants must be currently employed or have access to a work environment.

Degree Requirements for the BSB/MKT

The degree requirements for this program are the following:

- Completion of a minimum of 120credits that include the following distribution:
  - A minimum of 60 upper division credits (Required Course of Study).
  - A maximum of 60lower division credits.
  - A minimum of 54 credits of the 120credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.

General Studies Requirements for the BSB/MKT

All students must complete 54 general education credits including the foundation courses and general education courses including credits from the following areas as shown:

Communication Arts Requirement(s) 6 credits

Humanities Requirement(s) 6 credits

Mathematics Requirement(s) 6 credits

Science & Technology Requirement(s) 6 credits

Social Science Requirement(s) 6 credits

Interdisciplinary Requirement(s) 18 credits

Additional Liberal Arts Requirement(s) 6 credits

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

Progression Requirements for the BSB/MKT

- Students entering with fewer than 24 degree-applicable credits (including credits held in reserve) verified through an unofficial transcript pre-evaluation at the campus are required to enroll in GEN 101 and the College of Arts and Sciences Sequence (CAS).
- Students must complete a minimum of 24 degree-applicable credits in order to enroll in the following coursework: GEN 300, MGT 330, MGT 344, MGT 350, RES 341, RES 342, CIS 319, ECO 365 and BUS 415
- Students must complete a minimum of 60 credits (or 45 credits of which 21 were earned at the University) in order to enroll in all remaining foundation and major course work.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Residency Requirements for the BSB/MKT

The University requires that a portion of the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 upper division credits at the University.

Students in this program may waive, with or without credit, a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive coursework.)

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

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

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: GEN 300, MGT 350, BUS 475

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

The College of Information Systems and Technology Programs are within the John Sperling School of Business and offers the Bachelor of Science in Information Technology (BSIT) with a variety of concentrations.

Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program is offered at these University of Phoenix campus locations: Des Moines. While widely available, not all programs and concentrations are available in all states and in all modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Please check with your local campus.

The Bachelor of Science in Information Technology (BSIT) program provides the knowledge to successfully apply information technology theory and principles to address real world business opportunities and challenges. Under the guidance of practitioner faculty, the student uses innovative digital materials to develop competencies to apply:

- Systems Analysis and Design
- Computer Programming
- Database Development
- Network Technologies
- Information Systems Security
- Web Technologies
- Project Planning

The curriculum is designed to produce graduates ready to function in information technology positions with the competencies, skills, and attitudes necessary for success in the workplace. It forms the basis for continued career growth, life-long learning as an IT professional, or a future graduate program.

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

BSIT Required Course of Study

GEN 300 ..... 3 credits
Skills for Professional Development
BSA 310 ..... 3 credits
Business Systems
CIS 319 ..... 3 credits
Computers and Information Processing
BSA 375 ~ ..... 3 credits
Fundamentals of Business Systems Development
CMGT 410 ..... 3 credits
Project Planning and Implementation
POS 370 ~ ..... 3 credits
Programming Concepts
DBM 380 ~ ..... 3 credits
Database Concepts
NTC 360 ~ ..... 3 credits
Network and Telecommunications Concepts
WEB 404 ~ ..... 3 credits
Web Design & Development I
WEB 406 ~ ..... 3 credits
Web Design & Development II
WEB 431 ~ ..... 3 credits
XML
WEB 420 ~ ..... 3 credits
Web Programming II
PRG 420 ~ ..... 3 credits
Java Programming I
PRG 421 ~ ..... 3 credits
Java Programming II
POS 410 ~ ..... 3 credits
SQL for Business
CMGT 440 ~ ..... 3 credits
Introduction to Information Systems Security
POS 420 ~ ..... 3 credits
Introduction to UNIX
POS 427 ~ ..... 3 credits
Windows Networking
CMGT 445 ~ ..... 3 credits
Application Implementation
6 Additional Credits

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

Additional Admission Requirements for the BSIT

- High school graduation, or G.E.D. certificateApplicants must be currently employed or have access to a work environment.

Degree Requirements for the BSIT

The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits (Required Course of Study).
  - A maximum of 60 lower division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- All undergraduate students are required to complete the minimum general education credits required by their program version.

General Studies Requirements for the BSIT

All students must complete 54 general education credits including the foundation courses and general education courses including credits from the following areas as shown:

Communication Arts Requirement(s) 6 credits
Humanities Requirement(s) 6 credits
Mathematics Requirement(s) 6 credits
Science & Technology Requirement(s) 6 credits
Social Science Requirement(s) 6 credits
Interdisciplinary Requirement(s) 18 credits
Additional Liberal Arts Requirement(s) 6 credits

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

Progression Requirements for the BSIT

Students entering with fewer than 24 degree-applicable credits (including credits held in reserve) verified through an unofficial transcript pre-evaluation at the campus are required to enroll in GEN 101 and the College of Arts and Sciences Sequence (CAS).

Students must complete a minimum of 60 credits (or 45 credits of which 21 were earned at the University) in order to enroll in all courses in the Core except the following courses in which students may enroll with a minimum of 24 degree-applicable credits. Note: 60/45/21 is based on applicable credits.

- CIS 319 Computers & Information Processing
- BSA 310 Business Systems
- CMGT 410 Project Planning & Implementation

- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.

Residency Requirements for the BSIT

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

Students in this undergraduate program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive coursework).

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

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

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

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

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

Students may waive, with or without credit, courses in the Required Course of Study, but must substitute with any upper division coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or General Education coursework, may not be used to replace coursework waived, with or without credit).

COLLEGE OF HEALTH AND HUMAN SERVICES

The College of Health and Human Services is a multidisciplinary college that offers a diverse range of professional educational offerings in health care, criminal justice administration, organizational security management, human services, school, community/mental health and marriage & family counseling. The undergraduate programs allow students to gain the knowledge and skills needed to position them for potential careers in these dynamic and changing fields. The graduate programs in health care, administration of justice and security, and four counseling specializations build upon the foundation of educational preparation and work experience to promote and expand the unique scope of their professional disciplines.

Each program, within the College, has a blend of theory and practice which fosters a learning environment that allows students to build their knowledge base and to effectively and creatively apply what they have learned. The human service and counseling degrees balance academic theory with field/clinical experiences that extend beyond the classroom into their local communities. This learning approach is congruent with the mission of the University that recognizes the need to integrate theory with practice. In professional degrees, such as counseling, a range of diverse student clinical experiences are required for the development of knowledge and skills of graduates entering this field.

The College of Health and Human Services strives to offer degree programs that meet the growing demands and challenges in our disciplines, maintain compliance with regulatory and programmatic accreditation, promote life long learning and the development of alumni who value continued professional and community involvement.

Academic Policies for the College of Health and Human Services

Student Retention Process

Candidates in a College of Health and Human Services program leading to certification or licensure in nursing and/or healthcare at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with students, families, patients, clients and others in the community. These degree candidates participate in one or more clinical rotations, practicum, and/or preceptorships as part of their academic program. As prospective nurses, nurse practitioners and/or healthcare providers, College of Health and Human Services candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in College of Health and Human Services Programs ("Supplemental Standards") apply to these degree candidates before, during, and after clinical rotations, practicum, and/or preceptorships. The Supplemental Standards address a candidate's affective attributes and disposition to be nurses, nurse practitioners and/or healthcare providers. A corresponding Professional Dispositions Rubric provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

When it is determined by faculty, campus staff, or campus management that a candidate falls short of meeting any of the above Supplemental Standards, they may file a "Referral Form" with the Campus College Chair, Campus Director of Academic Affairs, or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from their program, as appropriate.

Candidates who are separately charged with violating the Student Code of Conduct shall be subject to the policies, procedures, and sanctions for processing such charges. However, a charge under the Student Code of Conduct may also be the basis for a referral on separate academic grounds under these Supplemental Standards. Similarly, an observation under the Referral Process may be the basis for a Student Code of Conduct charge.

The College of Health and Human Services has instituted processes to ensure that candidates are regularly evaluated by the faculty and have access to counseling on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus management who understand the profession and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in their program.

During the course of their program, faculty members, through a review of grades and dispositions, will monitor a candidate's academic progress. The Campus College Chair (CCC), or designee, will serve as the primary point of contact in instances where a remediation plan and/or Candidate Retention Committee are deemed necessary.

The Bachelor of Science in Human Services/ Management

The following Bachelor of Science in Human Services (BSHS/M) program is offered at these University of Phoenix campus locations: Des Moines. While widely available, not all programs and concentrations are available in all states and in all modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Please check with your local campus.

The Bachelor of Science in Human Services/Management program prepares graduates by giving them knowledge and basic administration skills to work in the human services industry. The Bachelor of Science in Human Services/Management is an integrated program combining academic instruction in the foundations of human services with the management skills of planning, organizing leading, assessing, and evaluating. BSHS/M students prepare for careers in management in the growing field of human services.

This program is designed to be an applied degree that includes teaching in the human services setting and techniques of good management practices. Graduates will be prepared to use sound management practices in a variety of human services settings.

This undergraduate degree program has a 60-credit major course of study. In addition, students must satisfy general education and elective requirements to meet the 120-credit minimum required for completion of the degree.

Required Course of Study for the BSHS/M

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

BSHS 302 ..... 3 credits
Introduction to Human Services

BSHS 322 ~ ..... 3 credits
Communication Skills for the Human Services Professional

MGT 331 ..... 3 credits
Organizational Behavior

BSHS 312 ~ ..... 3 credits
Models of Effective Helping

MGT 330 ..... 3 credits
Management: Theory, Practice, Application

BSHS 342 ..... 3 credits
Human Lifespan Development

MGT 350 ~ ..... 3 credits
Critical Thinking: Strategies in Decision Making

BSHS 402 ~ ..... 3 credits
Case Management

BSHS 332 ~ ..... 3 credits
Professional, Ethical, and Legal Issues in Human Services

MGT 449 ~ ..... 3 credits
Quality Management and Productivity

FIN 324 ~ ..... 3 credits
Financial Analysis for Mangers I

BSHS 442 ~ ..... 3 credits
Advocacy and Mediation

PSY 428 ..... 3 credits
Organizational Psychology

BSHS 352 ~ ..... 3 credits
Technology in Human Services

BSHS 422 ~ ..... 3 credits
Cultural Diversity and Special Populations

BSHS 382 ~ ..... 3 credits
Research and Statistics

BSHS 462 ~ ..... 3 credits
Building Community in Organizations

MKT 421 ~ ..... 3 credits
Marketing

BSHS 452 ~ ..... 3 credits
Program Design and Proposal Writing

GEN 480 ..... 3 credits
Interdisciplinary Capstone Course

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

Additional Admission Requirements of the BSHS/M

- High school graduation, or G.E.D. certificateApplicants must be currently employed or have access to a work environment.

General Education Requirements for the BSHS/M

All students must complete 48 general education credits from the following areas:

Communication Arts, 6 credits minimum

Mathematics, 6 credits minimum

Science and Technology, 6 credits minimum (must include at least three credits in physical or biological sciences)

Humanities, 6 credits minimum

Social Science, 6 credits minimum

Additional Liberal Arts, 3 credits minimum

Interdisciplinary Requirements, 15 credits

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

Degree Requirements for the BSHS/M

The degree requirements for this program are the following:

Completion of a minimum of 120 credits that include the following distribution:

- A minimum of 60 upper division credits (required course of study).
- A maximum of 60 lower division credits.
- A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.

Progression Requirements for the BSHS/M

- Students entering with fewer than 24 degree-applicable credits verified through an unofficial transcript pre-evaluation at the campus are required to enroll in GEN 101 and the Introductory Course Sequence.
- If transferable credits have not been verified at 24 or more, the student must be enrolled into GEN 101 rather than GEN 300, BSHS 302, BSHS 301 or BSHS 300.
- Students who have completed IT 105 or GEN 105 (Axia) are still required to complete GEN 300.
- Many courses in the required course of study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Students must complete a minimum of 60 credits (or 45 credits of which 21 were earned at the University) in order to enroll in the required Major.
- All students with documentation of 24 or more degree-applicable credits must complete GEN 300 as their first course at the University. Students who completed GEN 101 (or GEN 100) as part of the Introductory Course Sequence will waive GEN 300 without credit, but must substitute other upper division credit (must be business related for BSB Majors) to satisfy the upper division credit degree requirement.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergradute Programs section of this catalog.

- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
  - Students must complete a minimum of 60 credits (or 45 credits of which 21 were earned at the University) in order to enroll in the Core Program Courses or the Integrating Course.
  - All students must complete BSHS 302 as their first course at the University.
  - All students with documentation of 24 or more degree-applicable credits must complete BSHS 302 as their first course at the University. Students who use GEN 300 to replace BSHS 302 are required to complete a mandatory BSHS orientation at the campus. Students who complete GEN 101 as part of the ICS may also complete the on-campus BSHS Orientation and satisfy BSHS 302, but they must replace the upper division credit using any upper division credits in order to satisfy the Required Course of Study credits. A course waiver request must be submitted to the Office of Admissions & Evaluation to use the equivalencies requiring the Orientations.
- Students may take courses required for this program in any sequence as long as the prerequisite(s) for each course have been satisfactorily completed.

Residency Requirements for the BSHS/M

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

Students in this program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive coursework, except in the case of GEN 300).

Students may waive courses in the required course of study, but must substitute any other upper division coursework to satisfy the required course of study (upper division replacement coursework may come from University of Phoenix or other Regionally or approved Nationally Accredited Institutions, but Prior Learning Assessment and National testing may not be used).

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

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

In order to be granted a waiver, without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.
- The following courses in the required course of study may not be waived. BSHS 302, GEN 480

This page left blank intentionally.

GRADUATE PROGRAMS

Admission Procedures

Application Process

Working adults seeking admission to the University's graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application along with an application fee. Applicants are then responsible for ensuring the completion of their admission files. No applicant will be accepted for formal admission until the admission file is complete. An application which is later verified to contain incomplete, false, or misleading information may be grounds for dismissal.

The University will advise students which admission file documents are required in order to begin a program of study. Students may attend their first three courses under Registered status. Students, however, must submit all admission documentation and gain Admitted and Matriculated status prior to the start of their fourth course. In extenuating circumstances, students may receive permission from the campus Vice President/Director for enrollment in up to five courses prior to Admitted and Matriculated status being granted. Students failing to submit all documentation prior to the end of the required time frame will be withdrawn until formally admitted and matriculated by the Corporate Office of Admissions & Evaluation. The University cannot guarantee that a student who begins course work under Registered status will be admitted and matriculated to the degree program.

Applications of individuals who have not gained admission or enrolled in the University will be kept on file for one year. After that time, the applicant is required to submit a new application and material. A second application fee is not required.

Transcript Requests of Other Institutions

Because institutions vary in the time they take to respond to transcript requests, all transcripts should be requested immediately upon submission of an application and application fee. University staff will process all requests for required transcripts on behalf of the student. However, it remains the student's responsibility to ensure that all transcripts are submitted to the University. The student must sign a "Transcript Request Form" for each transcript being requested from educational institutions. The University's application fee covers the student's expense for requesting official transcripts.

Foreign Transcripts

All academic records from countries other than the United States, Canada, Mexico, Anguilla, Antigua, Australia, Bahamas, Bangladesh, Barbados, Barbuda, Belize, Bermuda, Brazil, British Virgin Islands, Cayman Islands, Dominica, Egypt, Germany, Grenada, Jamaica, Guyana, India, Japan, Montserrat, New Zealand, Nigeria, Pakistan, Philippines, Saudi Arabia, Singapore, St. Christopher (St. Kitts) and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom (Scotland) and Venezuela must be evaluated by an evaluation service approved by the University of Phoenix. The evaluation services follow standards approved by the National Council on the Evaluation of Foreign Credentials. A special application form and fee is required for the evaluation. Applicants with non–U.S. education should contact a University of Phoenix campus for the appropriate application. If the academic records are in another language, a certified English translation is required. The University will accept translations from the issuing institution or an official translation service.

An applicant relying on education completed outside the United States, Canada, Anguilla, Antigua, Australia, Bahamas, Bangladesh, Barbados, Barbuda, Belize, Bermuda, Brazil, British Virgin Islands, Cayman Islands, Dominica, Egypt, Germany, Grenada, Jamaica, Guyana, India, Japan, Mexico, Montserrat, New Zealand, Nigeria, Pakistan, Philippines, Saudi Arabia, Singapore, St. Christopher (St. Kitts) and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom (Scotland) and Venezuela for admission will not be eligible to attend classes prior to the University receiving a favorable evaluation from the approved credentials evaluation services or a pre-evaluation performed by the Corporate Office of Admissions & Evaluation and fulfilling all other admission requirements. Official documentation of the applicant's foreign education and the official evaluation report or pre-evaluation performed by the Corporate Office of Admissions & Evaluation must be submitted with the admission file.

Non–Native Speakers of English

An applicant whose native language is not English will not be eligible to attend classes under Registered status. Official documentation of the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.

Admission Appeal Process

Any applicant who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review.

It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

Graduate Admission Requirements

For graduate education and doctoral admission requirements please refer to the education and doctoral section(s) of the catalog. Certain graduate programs have additional admission requirements. All applicants to this program are expected to meet the following admission requirements:

- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) 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.
- 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 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 Enrollment/Disclosure Agreement.

JOHN SPERLING SCHOOL OF BUSINESS - GRADUATE

The John Sperling School of Business offers the Master of Business Administration. Although only one MBA degree may be earned, MBA students may choose to pursue the MBA or a concentration in a variety of areas.

Master of Management

The following Master of Management (MM) program is offered at these University of Phoenix campus locations: Des Moines. While widely available, not all programs and concentrations are available in all states and in all modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Please check with your local campus.

The Master of Management program is designed to enhance the management skills students need to function effectively within an organization. Students learn to synthesize business concepts and practices presented in this program to develop solutions for specific managerial situations found within the organizational environment. Areas of focus include development of human capital, implementation of organizational initiatives, managing conflict, fostering creativity, innovation through organizational design, and managing in a cross-cultural environments.

The Master of Management program at University of Phoenix utilizes problem-based learning where students refine their problem-solving skills along with their communication, creativity, information-utilization, and critical-thinking skills. They are assessed on the basis of their use of the problem-solving process (which employs a general rubric) as well as their communication and critical-thinking skills during their presentations. Learning teams will apply the principles of benchmarking throughout the program to research the most creative solutions to a problem. This will enrich the alternatives that learners consider in evaluating possible solutions to the problems.

Throughout the program, students will create and defend their solutions to problems of crisis management, profitable growth opportunities, and change leadership. Students gain experience in distilling a situation into a well-defined problem; applying tools and concepts to analyze a variety of alternative solutions; and selecting and defending their recommended course of action.

The MM program consists of 39 credit hours and includes three proficiency courses (MMPBL 501, MMPBL 502, and MMPBL 503), which may be satisfied in one of the following ways:

- Undergraduate business degree conferred within the past 10 years; or
- Comparable undergraduate business coursework that meets the University's standard course waiver criteria; or
- Comparable graduate business coursework that meets the University's standard course waiver criteria -- only if no undergraduate business coursework can be applied.

Students may also waive up to an additional nine credits using graduate courses that meet the University's standard course waiver criteria. There is a minimum residency requirement of 21 credits to complete the MM program.

MM Required Course of Study

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

MMPBL 500 ..... 3 credits
Foundations of Problem-Based Learning

MMPBL 501 ..... 3 credits
Forces Influencing Business in the 21st Century

MMPBL 502 ..... 3 credits
Managing the Business Enterprise

MMPBL 503 ..... 3 credits
Introduction to Finance and Accounting

MMPBL 520 ~ ..... 3 credits
Transformational Leadership

MMPBL 530 ~ ..... 3 credits
Human Capital Development

MMPBL 510 ~ ..... 3 credits
Implementing Organizational Initiatives

MMPBL 540 ~ ..... 3 credits
Conflict Management

MMPBL 550 ~ ..... 3 credits
Creativity, Innovation, and Organizational Design

MMPBL 560 ~ ..... 3 credits
Managing in a Cross-Cultural Environment

MMPBL 570 ~ ..... 3 credits
Corporate Governance

MMPBL 580 ~ ..... 3 credits
Marketing Management

MMPBL 590 ~ ..... 3 credits
Strategies for Competitive Advantage

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

Additional Admission Requirements for the MM

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

Degree Requirements for the MM

The degree completion requirements for this program are as follows:

- The completion of the University required course of study. The following minimum credit hours of the required course of study must be completed at the University to meet University residency requirements.

- The first 3 graduate-level proficiency courses (9 credits) may be satisfied with an undergraduate business degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution.

  -or-
- Students with non-business degrees may satisfy the first 3 graduate-level proficiency courses (9 credits) with undergraduate business coursework. Graduate business coursework may also be used if there is no applicable undergraduate business coursework.
- The student may waive 3 of the remaining graduate courses (9 credits) with graduate coursework.

- A minimum program grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.

Progression Requirements for the MM

The proficiencies courses, MMPBL 501, MMPBL 502, and MMPBL 503, must be satisfied prior to progressing into the MM Core. The MM proficiency courses may be satisfied in the following ways:

- Successful completion of the UOPX courses, MMPBL 501, MMPBL 502, and MMPBL 503.
- Successful completion of a undergraduate business degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution no more than 10 years prior to enrolling at the University.
- Students with non-business degrees may satisfy the first 3 graduate-level proficiency courses (9 credits) with undergraduate business coursework. Graduate business coursework may also be used if there is no applicable undergraduate business coursework.
- Students who satisfied proficiency courses with an undergraduate business degree, or coursework, and subsequently are placed on Academic Probation will be counseled to consider enrolling in the MM proficiency courses (MMPBL 501, 502, 503) prior to progressing further on to their MM core.
- Students who are placed on Academic Disqualification (AD) at any time during their progression toward the degree may be required to successfully complete one or more of the three proficiency courses upon re-entry prior to taking additional core courses.

Proficiencies and Course Waivers for the MM

Eligible students may satisfy the three proficiency courses (MMPBL 501, MMPBL 502, and MMPBL 503) and waive a maximum of 9 credits in the MM Core.

Undergraduate

Students with an undergraduate business degree earned in the last 10 years, that meets all requirements, may satisfy the 3 proficiency courses, MMPBL 501, MMPBL 502, and MMPBL 503.

In order to satisfy the proficiency courses (MMPBL 501, MMPBL 502, MMPBL 503) with an undergraduate business degree, the student must have completed a previous undergraduate business degree that meets the following criteria:

- The degree must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university.
- The degree must have been completed within the past ten (10) years of application to the University with a grade of "B" (3.0) or better; and
- A Proficiency Waiver Request Form must be submitted listing the degree information and the proficiency courses requested to be satisfied as some students may wish to complete one or more of the proficiency courses to improve their ability to succeed in the MM Core.

Students with non-business degrees may satisfy the first 3 graduate-level proficiency courses (9 credits) with undergraduate business coursework. Acceptable University of Phoenix and Transfer Courses that Satisfy Proficiency

In order to satisfy a proficiency course (MMPBL 501, MMPBL 502, MMPBL 503) with an undergraduate or graduate business course, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years with a grade of "B" (3.0) or better; and
- The course must be comparable in content and credits to the applicable University proficiency course and must be an undergraduate course, at any level, from an accredited institution.
- A Proficiency Waiver Request Form must be submitted listing the transfer course information and the proficiency courses requested to be satisfied.

Students using undergraduate coursework to satisfy the proficiency courses (MMPBL 501, MMPBL 502 and MMPBL 503) must have completed the coursework prior to application to the University.

Graduate

Students may waive a maximum of nine (9) credits in the MM Core (not to exceed three (3) University courses) on the basis of prior graduate-level college coursework.

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

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

The following specialization courses may not be waived from the MM degree program/versions: MMPBL 500, MMHRM 591, MMHRM 592, MMPA 591, MMPA 592

Master of Business Administration

The following Master of Business Administration (MBA) program is offered at these University of Phoenix campus locations: Des Moines. While widely available, not all programs and concentrations are available in all states and in all modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Please check with your local campus.

The Master of Business Administration program is designed to enhance the management skills students need to function effectively within an organization. Students will create and defend their solutions to problems of crisis management, profitable growth opportunities, and change leadership. Throughout the program, students gain experience in distilling a situation into a well-defined problem; applying tools and concepts to analyze a variety of alternative solutions; and selecting and defending their recommended course of action.

The Master of Business Administration program at University of Phoenix utilizes problem-based learning where students refine their problem-solving skills along with their communication, creativity, information utilization, and critical thinking skills. They are assessed on the basis of their use of the problem-solving process (which employs a general rubric) as well as their communication and critical thinking skills during their presentation.

Learning teams will apply the principles of benchmarking throughout the program to research the most creative solutions to a problem. This will enrich the alternatives that learners consider in evaluating possible solutions to the problems.

The MBA consists of 39 credit hours and includes three proficiency courses (MBA 501, MBA 502, and MBA 503), which may be satisfied in one of the following ways:

- Undergraduate business degree conferred within the past 10 years; or
- Comparable undergraduate business coursework that meets the University's standard course waiver criteria; or
- Comparable graduate business coursework that meets the University's standard course waiver criteria -- only if no undergraduate business coursework can be applied.

Students may also waive up to an additional nine credits using graduate courses that meet the University's standard course waiver criteria. There is a minimum residency requirement of 21 credits to complete the MBA program.

MBA Required Course of Study

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

MBA 500 ..... 3 credits
Foundations of Problem-Based Learning
MBA 501 ..... 3 credits
Forces Influencing Business in the 21st Century
MBA 502 ..... 3 credits
Managing the Business Enterprise
MBA 503 ..... 3 credits
Introduction to Finance and Accounting
MBA 520 ..... 3 credits
Transformational Leadership
MBA 530 ~..... 3 credits
Human Capital Development
MBA 560 ~..... 3 credits
Enterprise Risk
MBA 510 ~..... 3 credits
Managerial Decision Making
MBA 540 ~..... 3 credits
Maximizing Shareholder Wealth
MBA 550 ~..... 3 credits
Resource Optimization
MBA 570 ~..... 3 credits
Sustainable Customer Relationships
MBA 580 ~..... 3 credits
Strategies for Competitive Advantage
MBA 590 ~..... 3 credits
Strategic Implementation and Alignment

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

Additional Admission Requirements for the MBA

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

Degree Requirements for the MBA

The degree completion requirements for this program are as follows:

- The completion of the University required course of study. The following minimum credit hours of the required course of study must be completed at the University to meet University residency requirements.
  - The first 3 graduate-level proficiency courses (9 credits) may be satisfied with an undergraduate business degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution.

    -or-
  - Students with non-business degrees may satisfy the first 3 graduate-level proficiency courses (9 credits) with undergraduate business coursework. Graduate business coursework may also be used if there is no applicable undergraduate business coursework.
  - The student may waive 3 of the remaining graduate courses (9 credits) with graduate coursework.

- A minimum program grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.

Progression Requirements for the MBA

- The proficiencies courses, MBA 501, MBA 502, and MBA 503, must be satisfied prior to progressing into the MBA Core (MBA 510, MBA 540, MBA 550, MBA 560, MBA 570, MBA 580). The MBA proficiency courses may be satisfied in the following ways:
- Successful completion of the UOPX courses, MBA 501, MBA 502, and MBA 503.
- Successful completion of a undergraduate business degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution no more than 10 years prior to enrolling at the University. Business-Related Degree List
- Students with non-business degrees may satisfy the first 3 graduate-level proficiency courses (9 credits) with undergraduate business coursework. Graduate business coursework may also be used if there is no applicable undergraduate business coursework. Acceptable University of Phoenix and Transfer Courses that Satisfy Proficiency
- Students who satisfied proficiency courses with an undergraduate business degree, or coursework, and subsequently are placed on Academic Probation will be counseled to consider enrolling in the MBA proficiency courses (MBA 501, 502, 503) prior to progressing further in on to their MBA core.
- Students who are placed on Academic Disqualification (AD) at any time during their progression toward the degree may be required to successfully complete one or more of the three proficiency courses upon re-entry prior to taking additional core courses.

Proficiencies and Course Waivers for the MBA

Eligible students may satisfy the three proficiency courses (MBA 501, MBA 502, MBA 503) using one of the following methods:

- An undergraduate business degree that meets the following requirements will satisfy MBA 501, MBA 502, and MBA 503:
  - The degree must be business related and have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university.
  - The degree must have been completed within the past ten (10) years of application to the University.
  - A Proficiency Waiver Request Form must be submitted listing the degree information and the proficiency courses requested to be satisfied as some students may wish to complete one or more of the proficiency courses to improve their ability to succeed in the MBA Core.
- Students with a non-business undergraduate degree may satisfy one or more of the 3 graduate-level proficiency courses (MBA 501, MBA 502, and/or MBA 503) using undergraduate or graduate coursework that meets the following requirements:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university; and
  - The course must have been completed within the past ten (10) years with a grade of "B" (3.0) or better; and
  - The course must be comparable in content and credits to the applicable University proficiency course and must be an undergraduate or graduate business course, at any level, from an accredited institution.
  - Students using undergraduate coursework to satisfy the proficiency courses (MBA 501, MBA 502 and MBA 503) must have completed the coursework prior to application to the University.
  - Proficiency Waiver Request Form must be submitted listing the transfer course information and the proficiency courses requested to be satisfied. Example of a completed Proficiency Waiver Request form.

In addition to satisfying the proficiency courses using one of the approved methods, students may also waive a maximum of nine (9) credits in the MBA Core (not to exceed three (3) University courses) on the basis of prior graduate-level college coursework. The proficiency waivers do not apply toward the 9 credits waiver maximum.

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

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

Foundations of Problem-Based Learning (MBA 500) will not be waived from the degree program.

The following specialization courses may not be waived from the MBA degree program/versions: MBAGM 591, MBAGM 592, MBAHR 591, MBAHR 592, MBAMK 591, MBAMK 592, MBATM 591, MBATM 592, MBAPA 591, MBAPA 592

Master of Business Administration/Marketing

The following Master of Business Administration/Marketing (MBA/MKT) program is offered at these University of Phoenix campus locations: Des Moines. While widely available, not all programs and concentrations are available in all states and in all modalities. Portions of certain programs may need to be completed in an Online classroom at Online rates. Please check with your local campus.

The Master of Business Administration/Marketing program is designed to enhance the management skills students need to function effectively within a marketing organization. Students will create and defend their solutions to problems of crisis management, profitable growth opportunities, and change leadership. Throughout the program, students gain experience in distilling a situation into a well-defined problem; applying tools and concepts to analyze a variety of alternative solutions; and selecting and defending their recommended course of action.

The Master of Business Administration program at the University of Phoenix utilizes problem-based learning where students refine their problem-solving skills along with their communication, creativity, information utilization, and critical thinking skills. They are assessed on the basis of their use of the problem solving process (which employs a general rubric) as well as their communication and critical thinking skills during their presentation.

In the MBA/MKT specialization, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem to exploit marketing-based opportunities for an organization of their choice. They will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make. They will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem.

The MBA/MKT consists of 45 credit hours and includes three proficiency courses (MBA 501, MBA 502, and MBA 503), which may be satisfied in one of the following ways:

- Undergraduate business degree conferred within the past 10 years; or
- Comparable undergraduate business coursework that meets the University's standard course waiver criteria; or
- Comparable graduate business coursework that meets the University's standard course waiver criteria -- only if no undergraduate business coursework can be applied.

Students may also waive up to an additional nine credits using graduate courses that meet the University's standard course waiver criteria. There is a minimum residency requirement of 27 credits to complete the MBA program.

MBA/MKT Required Course of Study

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

MBA 500 ..... 3 credits
Foundations of Problem-Based Learning
MBA 501 ..... 3 credits
Forces Influencing Business in the 21st Century
MBA 502 ..... 3 credits
Managing the Business Enterprise
MBA 503 ..... 3 credits
Introduction to Finance and Accounting
MBA 520 ~ ..... 3 credits
Transformational Leadership
MBA 530 ~ ..... 3 credits
Human Capital Development
MBA 560 ~ ..... 3 credits
Enterprise Risk
MBA 510 ~ ..... 3 credits
Managerial Decision Making
MBA 540 ~ ..... 3 credits
Maximizing Shareholder Wealth
MBA 550 ~ ..... 3 credits
Resource Optimization
MBA 570 ~ ..... 3 credits
Sustainable Customer Relationships
MBA 580 ~ ..... 3 credits
Strategies for Competitive Advantage
MBA 590 ~ ..... 3 credits
Strategic Implementation and Alignment
MBAMK 591 ~ ..... 3 credits
Marketing Seminar in Problem Solving
MBAMK 592 ~ ..... 3 credits
Marketing Seminar in Decision Outcomes

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

Additional Admission Requirements for the MBA/MKT

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

Degree Requirements for the MBA/MKT

The degree completion requirements for this program are as follows:

- The completion of the University required course of study. The following minimum credit hours of the required course of study must be completed at the University to meet University residency requirements.
  - The first 3 graduate-level proficiency courses (9 credits) may be satisfied with an undergraduate business degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution.

    -or-

- Students with non-business degrees may satisfy the first 3 graduate-level proficiency courses (9 credits) with undergraduate business coursework. Graduate business coursework may also be used if there is no applicable undergraduate business coursework.
- The student may waive 3 of the remaining graduate courses (9 credits) with graduate coursework.

- A minimum program grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.

Progression Requirements for the MBA/MKT

- The proficiencies courses, MBA 501, MBA 502, and MBA 503, must be satisfied prior to progressing into the MBA Core (MBA 510, MBA 540, MBA 550, MBA 560, MBA 570, MBA 580). The MBA proficiency courses may be satisfied in the following ways:
- Successful completion of the UOPX courses, MBA 501, MBA 502, and MBA 503.
- Successful completion of a undergraduate business degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution no more than 10 years prior to enrolling at the University. Business-Related Degree List
- Students with non-business degrees may satisfy the first 3 graduate-level proficiency courses (9 credits) with undergraduate business coursework. Graduate business coursework may also be used if there is no applicable undergraduate business coursework. Acceptable University of Phoenix and Transfer Courses that Satisfy Proficiency
- Students who satisfied proficiency courses with an undergraduate business degree, or coursework, and subsequently are placed on Academic Probation will be counseled to consider enrolling in the MBA proficiency courses (MBA 501, 502, 503) prior to progressing further in on to their MBA core.
- Students who are placed on Academic Disqualification (AD) at any time during their progression toward the degree may be required to successfully complete one or more of the three proficiency courses upon re-entry prior to taking additional core courses.

Proficiencies and Course Waivers for the MBA/MKT

Eligible students may satisfy the three proficiency courses (MBA 501, MBA 502, MBA 503) using one of the following methods:

- An undergraduate business degree that meets the following requirements will satisfy MBA 501, MBA 502, and MBA 503:
  - The degree must be business related and have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university.
  - The degree must have been completed within the past ten (10) years of application to the University.
  - A Proficiency Waiver Request Form must be submitted listing the degree information and the proficiency courses requested to be satisfied as some students may wish to complete one or more of the proficiency courses to improve their ability to succeed in the MBA Core.
- Students with a non-business undergraduate degree may satisfy one or more of the 3 graduate-level proficiency courses (MBA 501, MBA 502, and/or MBA 503) using undergraduate or graduate coursework that meets the following requirements:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university; and
  - The course must have been completed within the past ten (10) years with a grade of "B" (3.0) or better; and
  - The course must be comparable in content and credits to the applicable University proficiency course and must be an undergraduate or graduate business course, at any level, from an accredited institution.
  - Students using undergraduate coursework to satisfy the proficiency courses (MBA 501, MBA 502 and MBA 503) must have completed the coursework prior to application to the University.
  - Proficiency Waiver Request Form must be submitted listing the transfer course information and the proficiency courses requested to be satisfied. Example of a completed Proficiency Waiver Request form.

In addition to satisfying the proficiency courses using one of the approved methods, students may also waive a maximum of nine (9) credits in the MBA Core (not to exceed three (3) University courses) on the basis of prior graduate-level college coursework. The proficiency waivers do not apply toward the 9 credits waiver maximum.

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

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

Foundations of Problem-Based Learning (MBA 500) will not be waived from the degree program.

The following specialization courses may not be waived from the MBA degree program/versions: MBAGM 591, MBAGM 592, MBAHR 591, MBAHR 592, MBAMK 591, MBAMK 592, MBATM 591, MBATM 592, MBAPA 591, MBAPA 592

This page left blank intentionally.

TUITION AND FEES

UNDERGRADUATE (Des Moines)

Type of fee	Amount*	When due
Tuition Per Credit		
Undergrad (Level 1-2)	$ 345.00	Due in accordance with the payment option chosen in Financial Options Guide.
Undergrad (Level 3-4)	$ 360.00	
Directed Study Administrative Charge (non–refundable)	$ 250.00	When the Directed Study course scheduled.
Book and Material Charges	Varies by course	When books and materials are purchased.
rEsource® Course Materials Charge (if applicable)	$ 75.00	Prior to the first class session of each course.
rEsource® Course Materials Late Fee	$ 30.00	Upon notification
CLEP Examination	$ 80.00	When each test is scheduled.Two payments required: $65.00 for CLEP and $15.00 for UOPX admin fee.
Prior Learning Assessment Submission Fees		
First time Portfolio Submission Fee	$ 110.00	First time submission fee
Re-Submission Fee	$ 25.00	Resubmission Fee (each submission received after the initial submission is completed)
Rush Fee	$ 25.00	Request a rush for file processing
Prior Learning Assessment Assessed Credit Fees for Pre-Evaluated Training of Coursework *credit awards fees are charged per credit awarded		
Corporate Agreements	$ 75.00	For articulated coursework or training
Apollo Quick List™ items	$ 75.00	Pre-evaluated items such as licenses or certifications
Nationally Accredited Transcripts, Diploma, or Certificate Programs	$ 75.00	Coursework or programs not part of transferable associate or bachelor degree programs
Prior Learning Assessment Assessed Credit Fees for Non Pre-Evaluated Content *credit awards fees are charged per credit awarded		
Professional Training and Course work Per Credit	$ 100.00	Coursework or training not previously articulated or reviewed
Experiential Learning Essays	$ 100.00	Essays written to demonstrate learning
**All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change as policies or fee increases occur		

*Note: All fees are subject to change.

(Table Page 1 of 2)

Type of fee (Continued)	Amount*	When due
Check Return Fee	Contact Your Campus Representative	Upon notification.
Late Tuition Payment Fee	$ 30.00	Upon notification.
Diploma & Transcript - Rush/Duplicate Fees		
2nd day delivery fee	$ 45.00	Paid upon request.
Duplicate Diploma fee	$ 30.00	Paid upon request.
Duplicate Certificate fee	$ 15.00	Paid upon request.
Transcript Rush Fee	$ 35.00	Paid upon request.

*Note: All fees are subject to change.

(Table Page 2 of 2)

GRADUATE (Des Moines)

Type of fee	Amount*	When due
Application Fee		
Degree Programs	$ 45.00	At time of application.
Tuition Per Credit		
Business	$ 455.00	Due in accordance with the payment option chosen in Financial Options Guide.
Directed Study Administrative Charge (non–refundable)	$ 250.00	When the Directed Study course is scheduled.
Book and Material Charges	Varies by course	When books and materials are purchased.
rEsource® Course Materials Charge (if applicable)	$ 95.00	Prior to the first class session of each course.
rEsource® Course Materials Late Fee	$ 30.00	Upon notification.
Check Return Fee	Contact Your Campus Representative	Upon notification.
Late Tuition Payment Fee	$ 30.00	Upon notification.

*Note: All fees are subject to change.

This page left blank intentionally.

FINANCIAL AID

The University of Phoenix participates in Federal Student Aid Programs, to include Federal Stafford Loans, Federal Perkins Loans, Federal Pell Grant, Academic Competitiveness Grant, National SMART Grant, Federal Supplemental Educational Opportunity Grant, and the Federal PLUS Loan programs.

Application Process

You may apply for student financial aid after submitting an application for admission to your campus and registering for courses in a degree program. The following forms are required to begin the application process:

- University of Phoenix Financial Aid Application
- Free Application for Federal Student Aid (FAFSA)
- Federal Stafford Loan Master Promissory Note (for individuals interested in the Stafford program)
- Entrance Interview Form
- University of Phoenix Student Finance Agreement

We highly recommend using our online financial aid application process at https://faw.phoenix.edu. This access will allow you to complete and electronically sign required student financial aid documents, to include the Free Application for Federal Student Aid (FAFSA).

Students qualifying for financial aid may receive a new award each academic year, which is defined as the period of time in which you successfully complete a minimum of 24 credit hours and 30 weeks of instructional time. Therefore, you may have your eligibility assessed for grants and/or loans several times during your program of study. You should reapply for student financial aid prior to the start of each new academic year.

The average processing time for financial aid is 90 days.

Verification

You may be chosen to participate in the verification process of information submitted on your FAFSA. You will be selected by the Department of Education's Central Processor (CPS), following procedures established by federal regulations. The CPS

prints an asterisk next to the EFC on the ISIR, SAR or SAR Acknowledgement to identify students who have been selected for verification. If you are selected for verification, the University will usually request a copy of tax returns signed by you and, if applicable, your parent(s) or spouse and a verification worksheet. Additional documents may be requested by the University to complete the application process. You will receive written notification from the University of verification requirements and the timelines for completion of the process.

Federal Pell Grants

A Federal Pell Grant is awarded based on each student's financial need. Need is primarily based on Adjusted Gross Income (AGI) and family size, but other factors such as assets and the number of family members in college are also taken into account. The exact eligibility amount is calculated when the University receives and processes an Institutional Student Information Report (ISIR) from the U.S. Department of Education. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The maximum Pell Grant for the 2008-2009 award year is $4,731.

Federal Supplemental Education Opportunity Grant (FSEOG)

FSEOG is awarded to undergraduates with exceptional financial need, with priority given to Federal Pell Grant recipients with the lowest Expected Family Contributions (EFC). Students will be awarded FSEOG based on the availability of funds at the University. The University can not guarantee that every eligible student will receive an FSEOG award.

Academic Competitiveness Grant (ACG)

ACG is available for first-academic year students who graduated from high school after January 1, 2006 and for second-academic-year students who graduated from high school after January 1, 2005.

ACG will provide up to $750 for the first year of undergraduate study and up to $1,300 for the second year of undergraduate study to students who are U.S. citizens, eligible for a Federal Pell Grant, and who have successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Second-year students must also have maintained a cumulative grade point average (GPA) of at least 3.0.

The U.S. Department of Education will notify each federal student aid applicant who is potentially eligible for an ACG based on information the applicant provides on his or her 2008-09 Free Application for Federal Student Aid (FAFSA). Further information and final eligibility status will be forwarded to eligible students from the University of Phoenix.

National Science and Mathematics Access to Retain Talent (SMART) Grant

A National SMART Grant will provide up to $4,000 for each of the third and fourth years of undergraduate study to students who are U.S. citizens, eligible for a Federal Pell Grant, and majoring in physical, life, or computer sciences, mathematics, technology or engineering or in a foreign language determined critical to national security. The U.S. Department of Education will publish a list of eligible majors using the Classification of Instruction Program codes developed by the National Center for Education Statistics. The student must also have maintained a cumulative GPA of at least 3.0 in coursework required for the major. Further information and final eligibility status will be forwarded to you from the University of Phoenix.

If you are eligible for funding from one the above programs, the corporate processing center will calculate the award and mail you an Award Letter, with the award amount and anticipated disbursement dates . Awards will be divided into two payment periods based on your individual course schedule. Payment periods wi ll be based on increments of 12 credits each.

Federal Perkins Loan

The Federal Perkins Loan is a deferred payment, deferred interest loan administered by the University, which is awarded to undergraduate and graduate students with exceptional financial need. Students will be awarded based on the availability of funds at the University. The University can not guarantee that every eligible student will receive a Perkins Loan award. This loan is made with government funds, with a share contributed by the school.

An interest rate of 5% per annum begins to accrue and repayment begins nine months after the borrower graduates or withdraws from the University. The monthly payment amount will depend on the amount of the debt and the length of the repayment period. Forty dollars is the minimum monthly payment. This loan must be repaid to the University.

A Perkins Loan borrower is not charged any fees. However after you start to repay, if you skip a payment, make a payment late, or make less than a full payments, you might have to pay a late charge. If you continue not to make payments as required, you will have to pay collection cost.

Under certain conditions, you can receive a "deferment" or "forbearance" on your loan, as long as the loan isn't in default. Further information is presented during the required Perkins Loan Entrance and Exit Interview process.

Federal Stafford Student Loans

Federal Stafford Loans are received from private lenders such as banks, credit unions, or other lenders that participate in the FFEL Program. The loans you receive will be subsidized and/or unsubsidized.

A *subsidized loan* is awarded on the basis of financial need. You won't be charged any interest before you begin repayment or during deferment periods. The federal government subsidizes the interest during these periods.

An *unsubsidized loan* is not awarded on the basis of need. You'll be charged interest from the time the loan is disbursed until it's paid in full. If you allow the interest to accrue while you're in school or during other periods of nonpayment, it will be added to the principal amount of your loan and additional interest will be based on that higher amount. You can choose to pay the interest as it accumulates.

The amounts you can borrow will depend on your grade level at the University and your dependency status. A student whose parent cannot obtain a PLUS loan is allowed to borrow additional unsubsidized Stafford amounts. Your dependency status will be determined based on your answers to questions on the FAFSA. Further information on loan eligibility and yearly amounts may be obtained from your Campus Financial Aid Office.

A new Subsidized Stafford Loan disbursed on or after July 1, 2008 carries a fixed interest rate of 6.80%

A new Unsubsidized Stafford Loan disbursed on or a fter July 1, 2008 carries a fixed interest rate of 6.8%.

Stafford Loans are charged origination fees, which are taken out of the loan proceeds by the lender. For loans disbursed on or after July 1, 2008, and before July 1, 2009, the maximum origination fee that a lender may charge a borrower will be 1 percent. This fee drops to 0.5 percent on July 1, 2009. The fee will be eliminated as of July 1, 2010.

Effective for loans guaranteed on or after July 1, 2006, the optional 1 percent insurance premium fee that guarantee agencies could charge has been eliminated and replaced with a Federal default fee equal to 1 percent of the principal amount of the loan. The default fee will be deducted and collected from the proceeds of the loan.

For more information on loan terms, refer to the "Borrower's Rights and Responsibilities" section of the Federal Stafford Loan Master Promissory Note (MPN).

The University of Phoenix has a list of FFELP preferred lenders that meet or exceed minimum operational standards as well as offering competitive borrower benefits. However, we will process loan applications through any lender who participates in the Title IV Federal Loan programs.

A list of the University's preferred lenders is located at:

Stafford: http://fa.phoenix.edu/lenderlist/stafford/default.htm

PLUS – http://fa.phoenix.edu/lenderlist/plus/default.htm

Private – http://fa.phoenix.edu/lenderlist/private/default.htm

After you have completed and forwarded the Master Promissory Note (MPN) to your lender, an award letter will be sent from the University and a disclosure statement from the lender that will inform you of the types and amount of student loans awarded for the loan period. The guarantee agency will mail you a disclosure statement and notify you of anticipated disbursement dates. When the funds are received, the University will verify that you have maintained eligibility and are currently registered for classes . Any changes and/or breaks in attendance or failure to start classes as scheduled, may prevent your aid from being disbursed.

Loans are processed for an academic year, which is a minimum of 24 credits and 30 weeks of instructional time. You can re-apply for subsequent loans after successfully completing these requirements. The University will disburse your loan in at least two installments, with the first half disbursed at the beginning of the loan period and the second half disbursed at the midpoint of the loan period. In order to meet eligibility standards for second and subsequent loan disbursements you must successfully complete the previous credits and meet the calendar and instructional week mid point of your loan period.

The University of Phoenix will provide entrance counseling to first-time Stafford borrowers before the first disbursement of a loan will be made, and exit counseling before leaving the University. If you withdraw prior to completing the exit interview process, you may have the opportunity to complete on-line exit counseling or materials will be mailed to your last known address and should be completed and returned to the address provided.

Federal PLUS Loans

If you are a dependent undergraduate student, your parents may borrow a PLUS loan to assist with your educational expenses . The application process includes completion and submis ion of a PLUS Loan appl ication by your parents . The application process is completed through a participating lender of your parent's choice. This loan is based on "credit worthiness " as determined by the lender. The yearly limit is equal to your cost of attendance minus any other financial aid you receive. The interest is a fixed rate at 8.5 percent for loans firs t disbursed on or after July 1, 2006. Interes t is charged on the loan from the date the first disbursement is made until the loan is paid in full. Repayment begins wi thin 60 days from the date the loan is fully disbursed by the lender. The parent has the option to defer payment on the loan and interes t while the student is enrolled in school . Repayment on the loan begins six months after the date the student ceases to be enrolled at least halftime. Under certain circumstances, your parents may receive a deferment or forbearance on their loan, as long as it is not in default. General ly, the same deferment or forbearance provisions that apply to Stafford Loans also apply to PLUS Loans.

Graduate students are now eligible to borrow under the PLUS Loan Program up to the cost of attendance minus other estimated financial assistance from the FFEL program. The terms and conditions applicable to the Parent PLUS Loan also apply to Graduate PLUS loans. Applicants are required to complete the FAFSA and have applied for their annual loan maximum eligibility under the FFEL Program before applying for a Graduate PLUS loan.

Advantage Grant

The Advantage Grant program is made possible by the University of Phoenix Advantage Loan the University's School as Lender Stafford Loan programs, as authorized the Higher Education Act. After reasonable administrative expenses, proceeds from this program are awarded to University of Phoenix students as need-based grants. Advantage Grant funds are distributed to University of Phoenix campuses based on a fair-share allocation formula. The Advantage Grant is a need-based program with limited funding to assist students with their financial obligation to attend the University.

Scholarships

Student may be eligible to apply for scholarships through various entities including state, federal and private agencies. Students are encouraged to research these sources of aid through their local library or via the interned. Additionally, University of Phoenix's Alumni Association offers a scholarship referral program as well as information regarding other scholarships available through the Alumni Association. Students may contact the Alumni Association via the Web at phoenix.edu or call 800.795.2586 for additional information.

State Grants

Each state administers its own student aid programs, which may include grants. Please check with your campus financial representative for additional information on the availability of state funded student assistance.

Private Student Loans

Private student loans are available to students who are not eligible for federal loans or who need assistance beyond their financial aid eligibility. These loans are made privately through banks and other financial institutions and are subject to a credit check and individual lender terms. Private loans should only be considered after applying for federal student aid. Contact your campus Financial Aid Office for additional information.

Prior Loan Deferments

If you are registered and attending classes at the University, you may have federal student loans from previous colleges deferred. Deferment forms should be obtained from the lender if the loan is from another school. Return all deferment forms to your Campus Finance Advisor, who will forward the forms to the Office of University Student Services in Phoenix, Arizona for processing and forwarding to the holder of your loan. The loan holder will make the final determination of granting your deferment request.

Students receiving federal education loans may also obtain deferments while serving in the Peace Corps; under the Domestic Volunteer Service Act; and as a volunteer for a tax- exempt organization of demonstrated effectiveness in the field on community service. Borrowers must formally request a deferment through the procedures established by the holder of their loan(s). Detailed information regarding all available deferments may be reviewed at www.studentaid.ed.gov

Financial Aid Entrance and Exit Interviews

Before a FFEL borrower takes out a loan, the University will ensure that an entrance interview is conducted individually, in a group or online. The interview will include an explanation of the use of an MPN, the importance of the repayment obligation, a description of the consequences of default, sample repayment schedules, information in reference to a borrower's rights and responsibilities, as well as other terms and conditions . Loan exit counseling will be provided when you complete your course of study or withdraw from the University.

Entrance Interview

The following information will be included in the Entrance Interview, which wi l l be presented prior to a first FFEL disbursement made to a first-time borrower at the University.

- Information wi l l be provided in reference to the seriousnes s and importance of the repayment obligation. Although payment coupons or billing statements may be sent as a convenience for the borrower, not receiving them does not relieve the borrower of his or her obligation to make payments .
- The Counseling document will describe the likely consequences of default, including adverse credit reports, federal offset and litigation. In addition, charges might be imposed for delinquency or default, such as the lender's or guarantor's collection expenses (including attorney fees). A defaulter is no longer eligible for any deferment provision, if he or she would otherwise qualify. Finally, a defaulter's federal and state tax refunds may be seized and wages garnished and the borrower loses eligibly for any further funding from the student financial aid programs.

- The multi-year feature of the Master Promissory Note (MPN) will be explained indicating that students will be able to obtain additional loans from the FFEL programs without having to sign a new promissory note for each period of enrollment. Student will be required to complete a new MPN when first enrolled at the University and if they choose to borrow from a different lender.
- Information will be provided about Graduate PLUS loan eligibility for graduate degree students, and include the requirement that students must have applied for the annual loan maximum under the Federal Subsidized and Unsubsidized Stafford Loan Program. Students must also complete both the Free Application for Federal Student Aid (FAFSA) and the PLUS MPN. It will be explained during the entrance interview that the student borrower i s obliged to repay the full loan even if he or she doesn't finish the program, can't get a job after graduating, or is dissatisfied with the University's educational program or other services .
- A sample monthly repayment schedule based on the average borrower indebtedness of Stafford borrowers at the University will be provided and will include the current interest rate and also provide the applicable grace period.
- The interview process will stress the student's obligation to keep the lender informed about address changes, changes in enrollment, name changes or changes in a Social Security Number. A student is required to inform the lender when he or she graduates, changes schools or withdraws from the school.
- The borrower will be reminded of the refund and other policies that may affect withdrawals and the status of Stafford loans.
- The importance of keeping loan records will be stressed to assist in referencing school and lender documents.

Exit Interview

Some of the information presented at the entrance interview session wi l l again be presented during the exit interview.

- Several topics that were presented in the entrance interview will be reviewed during the exi t interview to include the consequences of default and the importance of the repayment obligation, the use of the MPN and the obligation to repay the loan even if the borrower drops out, doesn't get a job, or is otherwise dissatisfied with the quality of the University's education programs and services.
- A sample monthly repayment schedule based on the average borrower indebtedness of Stafford borrowers at the University will be provided and will include the current interest rate and also provide the applicable grace period.
- The exit interview will review the options for loan repayment, such as the standard, extended, graduated and income-contingent plans . The option of consolidating loans will also be discussed.
- In addition to a review of debt management strategies, the interview will reinforce the availability of forbearance, deferment and cancellation for certain situations and indicate that in most cases the borrower must start the process by applying to the lender.
- The exit interview will also explain the availability of loan information on NSLDS and the availability of the FSA Ombudsman's office. The borrower's loan history can be viewed online at the Web site for the National Student Loan Data System (PIN required for access). The Ombudsman's office is a resource for borrowers when other approaches to resolving student loan problems have failed. Borrowers should first attempt to resolve complaints by contacting the University, company, agency or office involved. If the borrower has made a reasonable effort to resolve the problems through normal processes and has not been successful, he or she should contact the FSA Ombudsman.
- The exit interview will include a request to obtain the borrower's expected permanent address after leaving the University, the address of the borrower's next of kin and the name and address of the borrower's expected employer. The University will also request changes in the borrower's name, address, Social Security Number, or references , and will obtain the borrower's current driver's l icense number and state of issuance.

Application of Funds to Your University Account

If you authorized the University, through completion of the Financial Aid Appl ication, to apply federal funds to your University account, monies will be appl ied to 1) your current open tuition and other charges and fees , 2) estimated future charges for the disbursement period, and 3) open prior year charges . If you did not authorize the University to retain funds, only current open tuition and fee charges for the current payment period will be withheld. If you are eligible to receive any remaining funds, the excess funds will be given to you in the form of a living expense check. At that time, you will be notified of the disposition of the funds that the University retained. Total processing time is approximately two weeks from the date the University receives funds from your lender.

Satisfactory Academic Progress Policy for Title IV Recipients

Students receiving Title IV financial aid funds must maintain satisfactory academic progress, which includes both a qualitative and quantitative standard.

The qualitative standards of the policy are included in the Academic Policies and Grading Procedures section of the Catalog. In addition, students must maintain the minimum grade point average for courses within their academic program. At the end of the second academic year, regardless of how many credits have accrued, undergraduate students must have a C average and graduate students must have a B average.

To quantify satisfactory academic progress the University must establish a maximum time frame in which a student is expected to finish a program. The maximum time frame allowed is based on the required number of credits for graduation from the degree program, less any transfer or assessed credits, times 150%. For example: The program requires 120 credits - 60 transfer credits = 60 credits required for degree completion. Sixty credits x 150% = 90 credits that may be attempted to complete the program requirements. Students attempting more than 90 credits would exceed the maximum time frame allowed for program completion.

The maximum time frame will be evaluated for all periods of attendance at the University, including periods during which the student did not receive aid. Students who transfer between programs, majors, or drop and re-enter will have their maximum time frame evaluated based on the courses that apply to the new program and/or major.

Progress will be measured after each 24 attempted credit increment. Students must successfully complete a minimum of 16 credits during each increment to maintain satisfactory academic progress. Increments for academic programs that are less than 48 credits in length will be the lesser of the academic year (24 credits), or one-half the program's published length. The number of credits required for completion of each increment will be based on the length of the program. The completion percentage required for the increment will be a least 2/3.

Each attended course of the student's program counts as an attempted credit. Only courses completed with a passing grade count as completed, which would include receiving grades of less than D- or less than the minimum grade requirement for each course. For repeated courses, only the successfully completed course for which the student receives credit towards their degree counts as a completed credit. However, each repeated course counts as an attempted credit.

Students who are not making satisfactory progress will be placed on Financial Aid Probation. During the next two 24-credit increments, students must successfully complete the required 16 credits in each increment and make up deficient credits. Students will be disqualified for federal financial aid if they do not maintain the 16-credit completion minimum during the probationary periods, or do not make up the credit deficiency, or are more than 8 credits deficient after the first probationary increment. Students who are disqualified may begin the appeal process by contacting their Campus Financial Aid Advisor to have special circumstances, which may include death of a relative, injury or illness of the student or other special circumstances, reviewed for the potential of regaining satisfactory progress status. Students whose appeal is denied will not be able to receive any further financial aid.

Financial Aid Appeals

To appeal a decision regarding financial aid disqualification, financial aid probation, or “satisfactory academic progress ”(for financial aid purposes), you should submit an appeal letter and supporting documentation to your academic counselor. Your counselor will process the appeal through Apollo Financial Services.

No financial aid appeal will be considered unless it has first been reviewed by the Campus Director of Finance or designee. Financial aid appeals will generally be investigated by the Office of Dispute Management (ODM) in conjunction with campus staff. If an informal resolution cannot be achieved based on ODM's findings, an appeal may be submitted by the student to the Financial Grievance Committee (FGC). The decision of FGC is final. Appeals to FGC should be mailed to:

Financial Grievance Committee
c/o Office of Dispute Management
4025 S. Riverpoint Pkwy.
Mail Stop CF-L301
Phoenix, Arizona 85040

Note: If you have been denied student financial aid based on your failure to maintain satisfactory academic progress, contact your Campus Financial Aid Advisor to obtain information on the appeal process.

Please review the Catalog for further information in reference to Satisfactory Academic Progress standards for student financial aid recipients.

Leave of Absence

For students receiving federal financial aid, a change in enrollment may result in a cancellation or reduction of funds. For temporary withdrawals, contact your campus finance advisor to determine if you are eligible for a Leave of Absence. A student on an approved leave of absence will be considered enrolled at the University and entitled to an in-school deferment for his or her student financial aid loans.

A leave of absence (LOA) is considered a temporary interruption in your program of study. By completing the following process and upon University approval, the LOA will maintain your in-school enrollment status.

- The University may grant a leave of absence(s) to students who provide a written, signed and dated request to their campus on or before the last date of class attendance. If unforeseen circumstances prevent a student from providing this request on or before the last date of class attendance, the University may grant the leave of absence if the campus receives the request and appropriate documentation within 15 days of the student's last date of class attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, business travel, University course cancellation and/or facility closure, and natural disasters.
- A student may be approved by the University for up to two nonconsecutive leaves of absence in a 12-month period. Generally, each leave may not exceed 60 days in length. Time in excess of 60 days, not to exceed 90 days per leave in any 12-month period (for a total of 180 days during the 12 month period) may be approved on an exception basis for unusual circumstances. These circumstances may include, but are not limited to, the following issues: military reasons, circumstances covered by the Family and Medical Leave Act of 1993 or jury duty.
- Students who wish to take a second leave during the 12-month period may do so only for special circumstances which include, but are not limited to, the following: military reasons, circumstances covered by the Family and Medical Leave Act of 1993, ADA accommodations, jury duty and University course cancellation and/or facility closure and natural disasters. Students returning from a first leave of absence must complete at least one course, with a grade other than "W" or "WF" prior to requesting a second leave.
- Students returning from a Leave of Absence will be allowed to complete coursework started prior to the leave with no additional charges assessed. The University will allow students, who start a leave during a course, to withdraw with an Authorized Withdrawal Tuition Credit (AWTC). Students who start a leave during a course and receive a "WF" grade are not eligible for the AWTC and will, therefore be ineligible for an approved LOA.
- If a student does not return from an approved leave of absence, his or her withdrawal date and beginning of the loan grace period will be the last date of class attendance.

Return of Title IV Funds

All Universities are required to apply the federal return provisions for recipients of Federal Student Aid (FSA). The refund process uses a formula to determine the amount of FSA funds a student has earned as of his or her last day of class attendance. Students out of attendance for over 29 days and not on an approved leave of absence, will be considered withdrawn for both the Federal and University refund process. Students attending a campus located in the state of Georgia are considered to be out of attendance if they are absent for over 21 days. The Return of Title IV Refund Policy is in addition to the University's Tuition Refund Policy. Both calculations will be completed when the student withdraws. Certain States have additional Refund Policy provisions.

If a student withdraws before completing more than 60% of the payment period, the percentage of SFA funds earned will equal the percentage of the calendar days completed in the payment period prior to the withdrawal date. After the 60% point in the payment period, a student has earned 100% of the SFA funds he or she was scheduled to receive during the period.

The amount of SFA funds earned by the student is the percentage of SFA assistance that has been earned multiplied by the total amount of SFA assistance that was disbursed or could have been disbursed for the payment period, to include funds retained by the University and funds given directly to the student.

- *Percentage Earned* - The percentage of FSA funds earned is equal to the percentage of the payment period completed as of the last date of attendance recorded from class attendance records.
- *Percentage Unearned* - The total FSA funds disbursed or could have been disbursed to the student, or on behalf of the student, minus the amount of FSA funds earned determines the amount of FSA loan and grant aid that is unearned and must be returned by the University.

The University will return the lesser of the following amounts to the appropriate FSA funds:

- The total amount of unearned aid, or
- The amount that is equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid.

The University will return funds to the FSA Programs in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, Federal Perkins Loans, Federal Grad PLUS and Parent PLUS Loans. If funds remain after repaying all loan amounts, those remaining funds must be credited in the following order: Federal Pell Grants, for the payment period for which a return of funds is required, Academic Competitiveness Grant, National SMART Grant, FSEOG for the payment period for which a return of funds if required, and other grants or loan assistance authorized by the U.S. Department of Education.

After the University has allocated the unearned funds for which it is responsible, the student must return assistance for which they are responsible in the same order specified above. This amount is calculated by subtracting the amount of unearned aid that the University is required to return from the total amount of unearned SFA assistance to be returned. The student (or parent in the case of funds due to a PLUS Loan) must repay FFELP loan funds in accordance with the terms of the loan and any grant funds as an overpayment. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment amount exceeds half of the total SFA grant funds received by the student.

An inadvertent overpayment, which occurs when the University disburses funds to a student, who is no longer in attendance, will be included in the Return calculation as aid that could have been disbursed. Only students who meet the criteria for a late disbursement are entitled to keep funds disbursed as an inadvertent overpayment. If the overpayment could have been made as a late disbursement, the University will return only the unearned portion of the inadvertent overpayment within 45 days of the date that the University determined that the student withdrew.

Overpayment

A student who owes an overpayment as a result of withdrawal from the University and a subsequent Return of Title IV Program funds calculation will retain SFA funding eligibility for 45 days from the date that the University sends a notification to the student of the overpayment. During the 45 days, the student will have the opportunity to take appropriate action that can continue their eligibility for SFA funds. This may be accomplished by repaying the overpayment in full to the University or by signing a repayment agreement with the U.S. Department of Education. If the student does not take one of these two actions during the 45-day period, he or she becomes ineligible for future funding on the 46th day. Further information on signing a repayment agreement with the U.S. Department of Education may be obtained from your Campus Financial Aid Advisor. A student is not obligated to return a grant overpayment of less than $25 and is therefore, eligible to receive SFA funding if the student returns to the University. A remaining balance occurs when the overpayment amount was originally $25 or more, but is now less than $25 because the student has made payments.

Post-Withdrawal Disbursement

If the total amount of FSA funds the student earned as calculated under the Return of Title IV funds policy is greater than the total amount disbursed, the student may be eligible to receive a post-withdrawal disbursement of SFA funds. The University will offer any amount to a post-withdrawal disbursement that is due within 45 days of the date that the University determined that the student withdrew by providing a written notification that will include the following:

- The type and amount of FSA funds that make up the post-withdrawal disbursement that is not credited to the student's account.
- The type and amount of SFA funds that have been credited to the student's account.
- An explanation that the student or parent may accept or decline some or all of the post-withdrawal disbursement that is not credited to the student's account.
- A request for confirmation to credit loan funds to the student's account. If the confirmation is not provided, the student and/or parent, for a parent PLUS loan, may not receive any loan funds as a direct disbursement unless the University concurs.
- Information in reference to the student and/or parent's (for a parent PLUS loan) obligation to repay the SFA loan funds if disbursed.
- An explanation that no post-withdrawal disbursement will be made if the student and/or parent, for a parent PLUS loan, do not respond within 14 days of the letter date.

Grant funds, to include Pell, FSEOG, ACG and SMART, that are not applied to tuition and fees will be forwarded to the student within 45 days, with no further action required.

If the student and/or parent, for a parent PLUS loan, respond to the University's notice within 14 days and instruct the University to make all or a portion of the post-withdrawal disbursement, the funds will be requested and disbursed in the manner specified in their response within 180 days of the date of the University's determination that the student withdrew. If the student and/or parent do not respond to the University's notice, the post-withdrawal disbursement of grant funds will be made only for appropriate outstanding charges.

You may review additional information regarding tuition refund policies by reviewing the Financial Policies and Procedures section of this document.

Statement of Educational Purpose

Financial Aid is to be used solely for the students educational expenses related to their attendance at the University of Phoenix.

Referrals to the Office of Inspector General

The University of Phoenix is required by law to make referrals to the Office of Inspector General of any cases of suspected fraud and abuse involving the Title IV programs.

This page left blank intentionally.

FINANCIAL POLICIES AND PROCEDURES

Payment Policies

Tuition for each course must be paid according to the terms and conditions outlined for the Primary Financial Option selected on the Student Financial Agreement form. Students who are not in compliance with their Primary Financial option term will not be allowed to attend courses. See the "Financial Options Guide" for further information related to Financial options and related payment terms. A student may be administratively withdrawn for failure to make payment in a timely manner, preventing the student from attending future class sessions, until the amount owed is paid in full or satisfactory payment arrangements are made.

All applicable fees are due and payable as incurred. rEsource or aXcess fees and materials for each course must be paid at the time they are ordered or in accordance with your stated payment option. Students are required to clear any indebtedness to the University before grades and transcripts will be issued or the degree awarded.

All costs of collection, court costs and reasonable attorney's fees will be added to delinquent accounts collected through third parties. The University of Phoenix may obtain a current credit report as needed to support any decision to defer tuition payment or to assist in collection of amounts owed.

All tuition, fees and payment policies are subject to change.

Students who primarily attend a University of Phoenix campus other than University of Phoenix Online Campus are subject to financial approval by their "primary" campus prior to enrolling in a course.

Processing Fee and Late Fees

A late fee of $30.00 will be assessed for every course for which the student's tuition payment has not been received according to the terms of the Primary Financial Option selected. A processing fee will be charged for checks returned for any reason.

Veterans Educational Benefits

Students who are entitled to Department of Veterans Affairs education benefits must make initial contact with their campus veteran's affairs certifying official. A formal application for admission to the university should be completed before applying for the VA education benefits.

Each University of Phoenix program and classroom, or distance education option, requires separate state approving agency approval for the training of veterans or eligible persons. Please contact your local campus for information on current approvals.

Application for VA education benefits should be sent to your local campus, for submission to the Department of Veterans Affairs (DVA), so that the campus certifying official can submit the proper certification for your enrollment. The University of Phoenix **does not** participate in the DVA "advanced payment" program.

VA education benefit eligibility and payment rates vary depending on each individual's military history and the educational program being pursued. Only the Department of Veteran's Affairs can determine VA applications eligibility. To contact a DVA representative in your area, call toll free 1-888-GI-BILL-1 (1-888-442-4551).

Credit for Prior Education and Training

Credit for prior education or training must be evaluated and reported to the Department of Veterans Affairs **prior to** the start of the 25th week of enrollment. DVA may not always pay VA education benefits after the 24th week if the DVA records indicate the student has a large amount of transfer credits. Please ensure all prior education transcripts, DD-295,
DD-214, Army/American Council on Education Registry Transcript System (AARTS), Coast Guard institute transcripts, and Sailor/Marine/American Council on Education Registry (SMART) transcripts are submitted for evaluation in a timely manner. It is the students responsibility to ensure that all transcripts are submitted to the University. Academic credit earned for courses appearing on an official transcript from a regionally accredited or candidate for accreditation college or university will be evaluated according to University policies and accepted subject to the approval of the University's central Office of Admissions & Evaluation. Transfer credits that are based on a different unit of credit than the one prescribed by the University of Phoenix are subject to conversion before being transferred. Only the official transcript and course evaluations performed by the University's central Administrative Office of Admissions & Evaluation or Prior Learning Assessment are final. Any preliminary reviews by the campus personnel are unofficial and not binding, and subject to change.

VA Standard of Academic Progress Requirements

To receive veteran's education benefits, student must maintain satisfactory academic progress and conduct. Accordingly, benefits will be terminated for individuals who are disqualified, suspended, or expelled from the University.

Audits, Withdrawals, Non-Required Courses, & Repeats

The law prohibits payment for auditing a course or payment for any course for which a grade assigned is not used in computing requirement for graduation. This includes repeats of grade of "D" or better (unless a higher grade is required); withdrawals; and courses which are not applicable to your declared degree objective. This does not apply to repeats of required courses which you have failed.

Academic Probation shall occur when a student's grade point average falls below acceptable levels. Undergraduate degree and certificate program seeking students must maintain a program grade point average of 2.0. Graduate and Doctoral students must maintain a program grade point average of 3.0. Probation lasts for a period of four consecutive courses. Course work taken concurrently will be applied to the four course period. In graduate programs, the four course sequence excludes any undergraduate prerequisite courses. Veteran students will continue to receive VA education benefits during the probation period. The veteran will be informed of the probation, and a notation to the student VA file will record when the probationary period commenced.

Academic Disqualification will result if a student fails to clear their academic probation status within four courses from the onset of probation. Veteran student will not be eligible for VA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To re-enter, a formal application for admission must be submitted in accordance with University admission procedures; in addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent, and why they should be given favorable consideration for re-admission. The admission file will be reviewed by the student appeals center and decision reached regarding re-admission. If approved, the student would be required to complete all program requirements in effect at the time of re-admission. An application for VA education benefits will also be necessary to re-establish benefits with the University of Phoenix.

Overpayments

To avoid overpayments, VA education benefits recipients should promptly report any changes in enrollment or dependency status to the University of Phoenix and DVA. The University is required to notify the DVA within 30 days of any change in student status during previously certified periods of enrollment. Changes include withdrawals, reduction in training time, unsatisfactory academic progress or conduct, and assignment of "non-punitive" grade and "changes in dates of enrollment". Upon receipt of the notice, DVA will reduce or terminate benefits. DVA is required to take prompt and aggressive action to recover benefits overpayments.

DANTES Reimbursement

Directed study courses have Defense Activity for Non-Traditional Education Support (DANTES) approval for tuition reimbursement. For more information on this program, contact the Educational Service Officer on your base.

Tuition Assistance VA Top-Up

Active duty students requesting to use the Tuition Assistance VA Top-UP program should direct all questions or concerns to the Department of Veterans Affairs at 1-888-GI-BILL-1 (1-888-442-4551) or their web site at *www.gibill.va.gov/*. The University of Phoenix VA certifying official has no involvement in the processing of any Tuition Assistance VA Top-Up request.

DIRECT DEPOSIT

Direct deposit is the safest and fastest way to receive your VA education benefits. You may request direct deposit by mail or by calling 1-877-838-2778. Be sure to provide your financial institution's routing number, your account number, and type of account (checking or savings).

Refund Policy

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise.

Students who began a program under Registered status pending the completion of their admission file and are subsequently denied admission are eligible for a refund of the full tuition amount for the course in which they are currently enrolled. Tuition will not be refunded for any course that has been completed.

Refund policies that apply to students receiving Federal Financial Aid shall remain in compliance with applicable federal regulations. See the "Refund Policies for Students receiving Federal Financial Aid" section of this catalog.

Instituitional Refund Policy

Students who withdraw from a course prior to the start date will receive a 100% refund for that course. Students who have completed 60% or less of the course of instruction are eligible for a pro rata refund. The refund will be the amount the student paid for the instruction multiplied by a fraction, the numerator of which is the number of hours (weeks) of instruction which the student has not received, but for which the student has paid, and the denominator of which is the total number of hours (weeks) instruction for which the student has paid.

Example of refund on attendance for a 5 week course:
Attend first week 80% refund due
Attended through 2nd week 60% refund due
Attended through 3rd week 40% refund due
Attended through 4th week no refund due

Example of refund on attendance for a 6 week course:
Attended first week 83% refund due
Attended through 2nd week 67% refund due
Attended through 3rd week 50% refund due
Attended through 4th week no refund due

Example of a refund on attendance for a 9-week course:
Attended first week 89% refund due
Attended through 2nd week 78% refund due
Attended through 3rd week 67% refund due
Attended through 4th week 56% refund due
Attended through 5th week 44% refund due
Attended through 6th week no refund is due

Please note: The refund policy of the state where Online students reside will be used to calculate their refund amount. The refund policy of the state where Ground students attend class will be used to calculate their refund amount.

State Refund Policies

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University's Institutional Refund Policy. These policies are outlined below.

Please note: The refund policy of the state where Online students reside will be used to calculate their refund amount. The refund policy of the state where Ground students attend class will be used to calculate their refund amount.

1. Students in the state of **Arizona** will have tuition refunded using the University's Institutional Refund Policy with the exception that students will have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement.

2. In the event that University of Phoenix no longer offers educational services for students in the state of **California**, prior to a student completing a course of instruction, a partial refund may be available. The student should contact the Department of Consumer Affairs, 1625 North Market Boulevard, Sacramento, California 95834, or call (800) 952-5210.

3. Students in the state of **Florida** will have tuition refunded using the University's Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement. The University will retain $45 of the application fee for students who withdraw from the institution prior to the start of their program and after the 3-day cancellation period.

- Refunds will be paid within 30 days of the student's official withdrawal.
- 4. Students in the state of **Georgia** will have tuition refunded using the University's Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement.
- Students providing written notification of withdrawal prior to the first class session or have been out of attendance 21 days will receive a full refund of tuition paid for the unattended course.
- Refunds will be paid within 30 days of the student's official withdrawal.
- A student that is out of attendance for 21 days will be considered withdrawn.
- 5. Students in the states of **Kansas** or **Missouri** will have tuition refunded using the University's Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all fees and tuition paid should he or she rescind his or her decision to enroll within three (3) business days of signing the Enrollment Agreement.
- To cancel enrollment, a student must submit an "Official Withdraw Form". If sent by mail, the "Official Withdrawal Form" must be postmarked on or before the third business day following execution of the Enrollment Agreement. After this three day period, all fees, including applications fees, assessment fees, and book fees are nonrefundable.
- A tuition refund must be requested in writing by submitting an "Official Withdrawal Form" to the student's local campus.

6. Students in the state of **Ohio** will have tuition refunded using the University's Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all fees and tuition paid should he or she rescind his or her decision to enroll within five (5) calendar days of signing the Enrollment Agreement. A student who withdraws before the first class and after the five day cancellation period shall be obligated for the registration fee.
- To cancel enrollment, a student must notify the local campus in writing on or before the fifth (5) calendar day following execution of the Enrollment Agreement.
- Refunds will be paid no later than thirty (30) days after cancellation.

7. Students in the state of **Kentucky** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- A student that cancels his or her enrollment anytime before the start of the first class session in his or her program of study will receive a full refund of all monies paid.
- The University may retain 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less for students who fail to enroll in the enrollment period for which advanced payment was made.
- Refunds will be paid within 30 days of the student's official withdrawal. A student that is out of attendance for 30 days will be considered withdrawn.

8. Students in the state of **Louisiana** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- Students that cancel his or her enrollment anytime before the start of the first class session in his or her program of study will receive a full refund of all tuition and fees, except the application fee which is nonrefundable.
- Refunds will be paid within 30 days of the student's official withdrawal.
- The University may retain an administrative fee, not to exceed 15% of total tuition and fees paid.

9. Students in the state of **Nevada** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- Students that cancel his or her enrollment anytime before the start of the first class session in his or her program of study may receive a full refund of all money paid.
- The University may retain 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less.
- Refunds will be paid to the person or entity who paid the tuition within 15 calendar days after one of the following: the date of cancellation by a student of his enrollment; the date of termination by the university of the enrollment of the student; the last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or the last day of attendance of a student, whichever is applicable.
- For purposes of this refund calculation, the period of a student's attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the student's last day of actual attendance, regardless of absences. The period of time for a program of study is the period set forth in the enrollment agreement.
- In addition, tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that are listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the institution to the student if those items were not used by the student. Disputes will be resolved by the Administrator for refunds on a case-by-case basis. If the University cancels or discontinues a course or educational program stated in the enrollment agreement, the University will refund all the money paid for that course or program.

10. Students in the state of **Oregon** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- All fees, including application fees, assessment fees, student service fees, and book fees are nonrefundable.
- A tuition refund must be requested by submitting an "Official Withdrawal Form" to the student's campus.

11. Students in the state of **South Carolina** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- Students have a right to a full refund of all monies paid, including application and materials fees, if they withdraw within 72 hours (excluding weekends and legal holidays) after signing the Enrollment Agreement.
- A full refund of all monies will be made to any applicant that is not accepted by the University. After the 72 hour cancellation period, the University may retain up to a $100 if the student does not attend a course.

- The University may retain an administrative fee up to $100. Refunds will be paid within 40 days of the student's official withdrawal.

12. Students in the state of **Wisconsin** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- Students have the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and is entitled to a full refund of any tuition paid.
- Refunds will be paid within 30 days of receipt of the student's notice of cancellation or withdraw.
- If the University cancels or discontinues a course or educational program, the University will make full refund of all changes.

Additional State Refund Policies

Please note: The refund policy of the state where Online students reside will be used to calculate their refund amount. The refund policy of the state where Ground students attend class will be used to calculate their refund amount.

Minnesota and **Indiana** have established refund policies which differ from the University's Institutional Refund Policy outlined above. If a student attends a class in one of these states, the specific state refund policy will be applied instead of the University's Institutional Refund Policy. The specific policies are listed below:

1. For students attending in the state of **Minnesota**, each student will be notified, in writing, of acceptance or rejection of his or her admission application. In the event that the school rejects the student, all tuition, fees and other charges shall be refunded. Notwithstanding anything to the contrary, all tuition, fees and other charges paid by a student will be refunded, if the student gives written notice of cancellation within five business days after the day on which the enrollment agreement was executed regardless of whether the program has started. When a student has been accepted by the school and has entered into a contractual agreement with the school and gives written notice of cancellation following the fifth business day after the date of execution of contract, but before the start of the program, all tuition, fees and other charges, except 15 percent of the total cost of the program but not to exceed $50, shall be refunded to the student.

When a student has been accepted and gives written notice of cancellation after the start of the a class for which the student has been charged, but before completion of 75 percent of the period of instruction, the amount charged for tuition, fees, and all other charges shall be prorated as a portion of the total charges for tuition, fees, and all other charges. For example, if a student, attends 1-6 classes, the pro rata refund of tuition, fees and other charges are based on the number of days in the term plus 25% of the total program cost. An additional 25 percent of the total cost of the period of instruction may be added, but shall not exceed $100. After completion of 75 percent of the period of instruction for which the student has been charged, no refunds are required. For example, if a student attends 7+ classes, there is no refund.

The University shall acknowledge in writing any valid notice of cancellation within ten business days after the receipt of such notice and within 30 business days shall refund to the student any amounts due and arrange for termination of the student's obligation to pay any sum in excess of that due under the cancellation and refund policy. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the cases where the notice is hand carried, it shall occur on the date the notice is delivered to the school. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance; and if delivered by mail, the postmark date of the letter of acceptance. If a student's enrollment in a school is canceled for any reason, the school shall notify any agency known to the school to be providing financial aid to the student of the cancellation within 30 days. The refund policy is not conditional upon compliance with the school's regulations or rules of conduct. No promissory instrument received as payment of tuition or other charges shall be negotiated prior to the completion of 50 percent of the program. Prior to that time, instruments may be transferred by assignment to purchasers who shall be subject to all defenses available against the school named as payee. The address of the Minnesota Higher Education Services Office is 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108.

Note: Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy. To calculate the minimum refund due to the Minnesota State Grant Program, The SELF Loan Program, and other Aid Programs (With the exception of the State Work Study Program), the MHESO Refund Calculation Worksheet, Appendix 14, of the Minnesota State Grant manual is used.

2. For students in the state of **Indiana**, the following refund policy applies.

The University must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

(1) A student is entitled to a full refund if one (1) or more of the following criteria are met:

The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.

The student does not meet the postsecondary proprietary educational institution's minimum admission requirements.

The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the postsecondary proprietary educational institution.

If the student has not visited the postsecondary educational institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.

(2) A student withdrawing from an instructional program, after starting the instructional program at a postsecondary proprietary institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(3) A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(4) A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(5) A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/ enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(6) A student withdrawing from an institutional program, after attending more than sixty percent (60%) of the duration of the instructional program, is not entitled to a refund.

Example of a refund on attendance for a 5 week course:
Attend 1 week 90% refund due
Attend 2 week 50% refund due
Attend 3 week 40% refund due
Attend 4 week no refund due

Example of a refund on attendance for a 6 week course:
Attend 1 week 90% refund due
Attend 2 week 50% refund due
Attend 3 week 50% refund due
Attend 4 week no refund due

Example of a refund on attendance for a 9-week course:
Attend 1 week 90% refund due
Attend 2 week 75% refund due
Attend 3 week 50% refund due
Attend 4 week 50% refund due
Attend 5 week 40% refund due
Attend 6 week no refund due

Applicable Refund Policies

The University's tuition refund policies vary according to geographic area, in accordance with each province's state's applicable laws and regulations. Tuition refund policies generally apply for students who are withdrawn from a course.

The University follows the Federal Return of Title IV funds regulations. Under the provisions, when a recipient of Federal Student Aid (FSA) funds withdraws from the University during a payment period, the University must determine the amount of FSA funds earned as of the student's withdrawal date. If the total amount of funds earned is less than the amount disbursed, funds will be returned to the appropriate FSA Programs. If the total amount of FSA funds earned is greater than the total amount of funds disbursed, the difference between these amounts may be treated as a post-withdrawal disbursement. You may review the detailed information regarding the FSA return in the University Consumer Information Notice at: http://www.phoenix.edu/.

Tax Benefits for Higher Education

The Internal Revenue Service requires all eligible institutions, including University of Phoenix, to report annually, certain information about qualified tuition, fees and related expenses to each student and the IRS.

The information reported on form 1098-T, will help the student determine if they are eligible to take the HOPE credit or Lifetime Learning credit on their Federal Income Tax.

To facilitate accurate reporting, the student must maintain a current address and social security number (SSN) on file with University of Phoenix. In any case University of Phoenix will use the most current information available when distributing Form 1098-T.

For information on education related Federal tax benefits, see IRS publication 970, “Tax Benefits for Higher Education”, or contact your personal tax adviser.

.

This page left blank intentionally.

COURSE DESCRIPTIONS

UNDERGRADUATE

Courses are listed alpha numerically based on the academic discipline prefix.

Courses numbered 100-299 are considered lower division; courses numbered 300-499 are considered upper division. Credits for upper division courses may be applied toward lower division requirements.

Each course description is followed by the number of credits the course carries and the general education area it may satisfy.

Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

ACC 271 ..... 3 credits
Accounting Fundamentals

This course covers the fundamentals of accounting in business. Topics of this course will include the basic structure of accounting, the accounting cycle, and financial statements from a corporation perspective.

ACC 300 ~..... 3 credits
Principles of Accounting

This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.

ACC 330 ~ ..... 3 credits
Accounting for Decision Making

This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting and performance measurement.

ACC 340 ~..... 3 credits
Accounting Information Systems I

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

ACC 349 ~..... 3 credits
Cost Accounting

This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC 362 ~..... 3 credits
Financial Accounting I

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.

ACC 363 ~ ..... 3 credits
Financial Accounting II

This course introduces plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting and other significant liabilities.

ACC 400 ~ ..... 3 credits
Accounting for Decision Making

This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.

ACC 421 ~ ..... 3 credits
Intermediate Financial Accounting I

This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 422 ~ ..... 3 credits
Intermediate Financial Accounting II

This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder's equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ~ ..... 3 credits
Intermediate Financial Accounting III

This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner's equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 440 ~ ..... 3 credits
Advanced Financial Accounting

This course covers business combinations and diversified companies, consolidations of financial statements, home office and branch accounting, segments, foreign currency transactions.

ACC 460 ~ ..... 3 credits
Government and Non-Profit Accounting

This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

ACC 462 ~ ..... 3 credits
Financial Accounting I

This course is a survey of biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine sys-

tem as they relate to psychological processes of sensation, drive, emotion, learning, and memory.

ACC 463 ~ ..... 3 credits

Financial Accounting II

This course is an acquisition, analysis and reporting of accounting information, examined from the perspective of effective management decision-making, with special emphasis on long-term investment and financial statement analysis.

ACC 483 ~ ..... 3 credits

Income Tax – Accounting

This course is a basic introduction to federal taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 491 ~ ..... 3 credits

Contemporary Auditing I

This course is the first in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.

ACC 492 ~ ..... 3 credits

Contemporary Auditing II

This course is the second in a two-part series that deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.

ACC 497 ~ ..... 3 credits

Advanced Topics in Accounting Research

This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

ARTS 100 ~ ..... 3 credits

Introduction to the Visual Performing Arts

This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre along with an overview of their historical development in Western European tradition.

ARTS 125 ~ ..... 3 credits

Pop Culture and the Arts

This course explores the interactions between the arts, advertising, media, and lifestyle and cultural trends in contemporary American society. Familiarity will be gained with the various art forms and their relationship to mass media, personal and professional life, and in particular to how they contribute to the current conception of fine art and popular culture. Students are asked to examine current trends and cultural changes, assessing both the role the arts have played in creating them and the influence these cultural trends have on art itself.

ARTS 230 ~ ..... 3 credits

Survey of the Visual Performing Arts

This course offers a foundation in the visual arts, elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art. Students learn to communicate ideas and expression through their own creative work in a two-dimensional, three-dimensional, video, or other time-based media.

ARTS 340 ~ ..... 3 credits

Exploration of Western Classical Music

This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and Early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.

BCOM 405 ~ ..... 3 credits

Communications Law and Ethics

This course focuses on the legal and ethical environment of communications in business. Emphases will be placed on free speech, legal actions, intellectual property, business practices, ethics, and future trends in business communications.

BCOM 426 ~ ..... 3 credits

Advertising and Media Communications

This course focuses on the role of media communication and advertising in the business environment. Topics will explore media and advertising, media campaigns, media technologies, and the future of media communication and advertising.

BCOM 457 ~ ..... 3 credits

Applications in Business Communications

In this course, students will integrate the principles and practices of communications theory and practice with communication law and ethics, mass communications, public relations, media and advertising, and electronic publishing. Students will utilize their communications knowledge and skills to be more effective managers in the business environment.

BIO 101 ..... 3 credits

Introduction to Biology

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

BPA 401 ~ ..... 3 credits

Foundations of Public Administration

This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

BPA 402 ~ ..... 3 credits
Politics and Citizenship: The Public Policy Environment

This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.

BPA 403 ~ ..... 3 credits
Public Programs: Implementation and Evaluation in a Dynamic Environment

This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

BPA 404 ~ ..... 3 credits
Human Resources and Labor Relations in Public Service

This course explores the changing civil service system within the rich, varied and pluralistic public service of today. Course topics will include recruiting, staffing, employee retention, performance management, compensation, benefits, and promotion. Labor relations, with and without a collective bargaining agreement will be studied. Students will study the resolution of disagreements using alternative dispute resolution systems designed to advance the public purpose.

BPA 405 ~ ..... 3 credits
Public Finance: Sources, Management, and Reports

This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and used, the responsibility for public stewardship, economics fiscal policy, and includes the needs for accurate and complete reporting. Different approaches to public finance by federal, state, and local agencies are covered. 3 credits.

BPA 406 ~ ..... 3 credits
The Public Leader: Integration and Application

This course is intended to synthesize the concepts and theories covered in previous public administration courses and deepens the student's understanding of the challenges and complexities facing and public leader. Student will explore the leadership styles of successful national, state, and local leaders to integrate and apply the principles and practices of public administration in a real world setting.

BRM 451 ~ ..... 3 credits
Strategic Retail Management

This course presents an overview of the strategic retail management environment from the beginning to the end of the retail value chain. Students gain an understanding of how to manage in the highly competitive retail environment. Issues concerning merchandising, customer experience, retail channels, diverse customer demographics, and other industry trends are examined.

BRM 452 ~ ..... 3 credits
Retail Marketing

This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics. Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.

BRM 453 ~ ..... 3 credits
Product and Brand Management

This course presents an analysis of the goods and services lifecycle from conception to purchase. Upon completion of this course, students will be prepared to design and implement successful product development strategies that deliver value to consumers.

BRM 454 ~ ..... 3 credits
Retail Operations: Supply Management

This course encompasses an examination of the supply side of the retail value chain including logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

BRM 455 ~ ..... 3 credits
Retail Operations: Technology and Finance

This course presents technology and finance concepts from a retail management context. Topics include inventory management, forecasting and reporting, buying, retail accounting, e-commerce, and database management. Upon completion of the course, students will possess the skills and knowledge necessary to mange the financial and technological operations of a retail business.

BRM 456 ~ ..... 3 credits
Retail Personnel Management

This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

BSA 310 ~ ..... 3 credits
Business Systems

This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal and operations. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 375 ~ ..... 3 credits
Fundamentals of Business Systems Development

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

BSA 376 ~ ..... 3 credits
Systems Analysis and Design

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

BSA 380 ~ ..... 3 credits
Introduction to Software Engineering

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and

application. Software Engineering and Systems Development Life Cycle are fundamental to the course.

BSA 385 ~ ..... 3 credits

Intro to Software Engineering

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

BSA 400 ~ ..... 3 credits

Business Systems Development II

This course continues the subject in BSA 375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed upon when and how to most effectively use available methodologies and tools for systems development.

BSA 405 ~ ..... 3 credits

End-User Business Applications

This course reviews the common information system applications that an end-user would use in a typical business environment. Both individual productivity tools as well as enterprise tools are explored. The course relates the information system applications to material presented in other courses in the program.

BSA 411 ~ ..... 3 credits

Systems Analysis Methodologies

This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

BSA 412 ~ ..... 3 credits

Systems Analysis Tools

This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools – computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.

BSHS 301 ..... 3 credits

Introduction to Human Services

This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to demonstrate critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers in the format of the Publication Manual for the American Psychological Association. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

BSHS 302 ~ ..... 3 credits

Introduction to Human Services

This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to do critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

BSHS 311 ~ ..... 3 credits

Models of Effective Helping

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.

BSHS 312 ~ ..... 3 credits

Models of Effective Helping

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical bases for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human services worker.

BSHS 321 ~ ..... 3 credits

Communication Skills for the Human Service Professional

This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal communication and presentation skills. Students will develop their interpersonal skills through application of communication techniques and strategies.

BSHS 322 ~ ..... 3 credits

Communication Skills for Human Services Professional

This course explores the theory and practice of professional communication skills, including active listening, interviewing, verbal and nonverbal communications, exploration and goal setting skills, and various techniques for helping people change. Students will develop an understanding of the relationship dynamics between clinicians, clients, and human service staff through application of communication techniques and strategies.

BSHS 331 ~ ..... 3 credits

Professional, Ethical, and Legal Issues in Human Services

Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

BSHS 332 ~ ..... 3 credits

Professional, Ethical, and Legal Issues in Human Services

Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

BSHS 341 ~ ..... 3 credits
Field Experience/Part I

This course will provide relevant information and support to assist students in their first field work placement experience in a human service organization. Students will conduct interviews, learn to create a learning contract, and develop an understanding of their role in the human service delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field work experience during a 10-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the 12 Core Competencies of the BSHS program, with an emphasis on participant involvement, communication, community and service networking, and education, training, and self development.

BSHS 342 ~ ..... 3 credits
Human Lifespan Development

This course presents students with empirical research findings and theoretical frameworks to foster an understanding of the various stages and dimensions of human development across the lifespan. Emphasis is placed on biological, cognitive, emotional, and social development in a timeframe extending from prenatal development through the elder years and on toward eventual end of life and bereavement processes.

BSHS 351 ~ ..... 3 credits
Technology in Human Services

This course is a survey of the use of communications technology in human services. It will examine how technology affects the delivery of human services and how technology is used in delivering the service. Students are required to have access to the Internet and a valid e-mail address to take this course.

BSHS 352 ~ ..... 3 credits
Technology in Human Services

This course is a survey of the use of communications technology in human services. It examines how technology affects the delivery of human services and how technology is used in delivering the service. Students are required to have access to the internet and have a valid e-mail address to take this course.

BSHS 361 ~ ..... 3 credits
Child Development

In this course students learn about human growth and development from conception through adolescence. Physical, cognitive, and psychosocial developmental domains are studied. Within those domains, language development, moral development, and multicultural issues are addressed. Practical application of developmental theory is included to help students appreciate the impact human services workers have on children, adolescents, and their caregivers.

BSHS 371 ~ ..... 3 credits
Adult and Family Development

In this course, students learn about the physical, social, emotional, and cognitive development of the adult in today's society. They explore each of the major stages of adult development: young adulthood, middle age, and late life. Myths about aging are examined, and current research is reviewed. Factors influencing physical and mental health throughout the life cycle are explored, including those that contribute to developmental problems and those that foster greater life satisfaction and health. Students examine the resources and services for the aged population.

BSHS 381 ~ ..... 3 credits
Research and Statistics for the Social Sciences

This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become "informed consumers" of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced. Students will practice developing research designs, critically evaluating research reports and interpreting statistical analyses.

BSHS 382 ~ ..... 3 credits
Research and Statistics for the Social Sciences

This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become "informed consumers" of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced to the students. Students will practice establishing research designs, critically evaluating research reports and interpreting statistical analyses.

BSHS 391 ~ ..... 3 credits
Lifelong Learning and Professional Development

This course will examine the roles of lifelong learning and professional development for human service workers in the helping process. Students will clarify their values and aspirations and develop a plan for their personal professional development. Students will explore both short-term plans and long-range goals and research the requirements and resources for each.

BSHS 401 ~ ..... 3 credits
Case Management

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

BSHS 402 ~ ..... 3 credits
Case Management

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in lease restrictive and most cost effective settings will be examined.

BSHS 411 ~ ..... 3 credits
Field Experience/Part II

This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities while in the field experience. Students will learn to present issues for supervision.

BSHS 421 ~ ..... 3 credits
Cultural Diversity and Special Populations

Students will explore rich and unique features of ethnically diverse populations and "special populations," and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 422 ~ ..... 3 credits
Cultural Diversity and Special Populations

Students will explore rich and unique features of ethnically diverse populations and "special populations," and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 431 ~ ..... 3 credits
Dependency and Addictions

Students will be introduced to the addictions process involved in alcohol, chemical, and other dependency areas. The role of addiction within society, the criminal justice system, and treatment areas will be explored.

BSHS 441 ~ ..... 3 credits
Advocacy and Mediation

This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.

BSHS 442 ~ ..... 3 credits
Advocacy and Mediation

This course is designed to explore the potential use and benefits of mediation as a part of the advocacy process. Attention to overcoming barriers of effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative. Workshops will include role-plays in dyads and small groups.

BSHS 451 ~ ..... 3 credits
Program Design and Proposal Writing

This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.

BSHS 452 ~ ..... 3 credits
Program Design and Proposal Writing

This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.

BSHS 461 ~ ..... 3 credits
Building Community in Organizations

This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications, the skills necessary to effectively work in organizational communities, and the benefits of working in organizations using the community model. Emphasis will be placed on understanding and developing the skills needed to work effectively in organizations.

BSHS 462 ~ ..... 3 credits
Building Community in Organizations

This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications of considering organizations as communities, the skills necessary to effectively work in organizational communities and the powerful benefits of working in community. Emphasis will be placed on the skills of working effectively in community.

BSHS 471 ~ ..... 3 credits
Mental Health and Crisis Intervention Practices

Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.

BSHS 481 ~ ..... 3 credits
Working with Groups

The course provides students with knowledge, awareness and skill building in group work. Content emphasizes such areas as different types of groups (task, psycho-educational, counseling, and psychotherapy), group dynamics, group norms and boundaries, leadership styles, and leading and co-leading. Ethics, standards for best practice, principles for diversity-competent group workers, confidentiality, and selection procedures are included as key components for effective group work practice.

BSHS 491 ~ ..... 3 credits
Field Experience, Part III

This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes.

BUS 175 ..... 3 credits
Foundations of Business

This course is designed to equip students with a foundational understanding of business, and provide a solid grounding of real world business situations. The contemporary business environment and general business concepts are discussed in the context of diversity, globalization, business ethics, business technology, and e-Business. Upon completion students are better prepared to make informed decisions regarding their educational and professional goals in business. Business Elective

BUS 260 ..... 3 credits
Legal Aspects of Supervision

This course examines the various laws and legal issues involved in managing people in organizations. Supervisors and managers are obligated and pressured to understand the laws applicable to man-

aging people in the workplace, and to focus on the legal liability issues and the recruitment and retention of qualified human resources. Business Elective.

BUS 274 ..... 3 credits
Essentials of Global Business

This course will provide students with a fundamental understanding of the broad impact of the global environment on the business enterprise. An emphasis will be placed on investigating the political, economic, technological, regulatory, competitive, and cultural nature conducting business. Business Elective

BUS 401 ~ ..... 3 credits
Business Law for Entrepreneurs

This course focuses on the legal issues faced by small business entrepreneurs. This includes the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.

BUS 415 ~ ..... 3 credits
Business Law

This course examines, analyzes, and applies to the modern business environment the nature, formation, and system of law in the United States.

BUS 421 ~ ..... 3 credits
Contemporary Business Law I

This course is the first in a two-part business law course that reviews the American legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. This course critically examines torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

BUS 422 ~ ..... 3 credits
Contemporary Business Law II

This course is the second in a two-part business law course sequence that critically examines real and personal property, creditor-debtor relationships, bankruptcy, sales, securities, and government regulation.

BUS 475 ~ ..... 3 credits
Integrated Business Topics

The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

CHM 110 ~ ..... 3 credits
Introductory Chemistry

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

CIS 205 ~ ..... 3 credits
Management Information Systems

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

CIS 319 ~ ..... 3 credits
Computers and Information Processing

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

CJA 300 ~ ..... 3 credits
Organized Crime

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

CJA 303 ~ ..... 3 credits
Foundations of Criminal Justice

This course is a survey of the criminal justice system, including the agencies and processes involved in the administration of criminal justice. It provides an overview of police, prosecution, courts, and the correctional system. The problems of the administration of justice in a democratic society are also discussed.

CJA 313 ~ ..... 3 credits
Contemporary Issues in Criminal Justice

This course explores developments and changes in the practice of criminal justice brought about by the war on terrorism, as well as rapid technological change, and other social dynamics. Specific topics include: homeland security, the police response to terrorism, police accountability, racial profiling, and the expanded participation of the community in ensuring public safety. Students also learn about how technology has altered the way crimes are committed as well as the ways that law enforcement and the communities they serve confront the problem and address emerging public safety issues.

CJA 310 ~ ..... 3 credits
Contemporary Issues in Criminal Justice

This course explores developments and changes in the practice of criminal justice brought about by the war on terrorism, as well as rapid technological change, and other social dynamics. Specific topics include: homeland security, the police response to terrorism, police accountability, racial profiling, and the expanded participation of the community in ensuring public safety. Students also learn about how technology has altered the way crimes are committed as well as the ways that law enforcement and the communities they serve confront the problem and address emerging public safety issues.

CJA 320 ~ ..... 3 credits
Introduction to Criminal Justice

This course is a survey of the criminal justice system, including the agencies and processes involved in the administration of criminal justice. It provides an overview of police, prosecution, courts, and the correctional system. The problems of the administration of justice in a democratic society are also discussed.

CJA 323 ~ ..... 3 credits
Criminology

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

CJA 330 ~ ..... 3 credits
Criminology

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

CJA 333 ~ ..... 3 credits
Policing Theory and Practice

This course is designed to provide students the opportunity to gain a better understanding of policing in the United States. It offers the foundations of policing, from police roles to the issues that police officers are facing today.

CJA 340 ~ ..... 3 credits
Criminal Law

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

CJA 343 ~ ..... 3 credits
Criminal Law

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

CJA 350 ~ ..... 3 credits
Criminal Procedure

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

CJA 353 ~ ..... 3 credits
Criminal Procedure

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

CJA 360 ~ ..... 3 credits
Interpersonal Communication

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

CJA 363 ~ ..... 3 credits
Interpersonal Communications

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

CJA 370 ~ ..... 3 credits
Introduction to Policing

This course is designed to provide students the opportunity to gain a better understanding of policing in the United States. As an introductory course, it offers the foundations of policing, from police roles to the issues that police officers are facing today.

CJA 373 ~ ..... 3 credits
Criminal Court Systems

This course is an overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and non-professional courtroom participants, and stages in the process are discussed.

CJA 380 ~ ..... 3 credits
Criminal Court Systems

This course is an overview of American court history, including the development of state and federal courts. Court administration, the roles of professional and nonprofessional courtroom participants, and stages in the process are discussed.

CJA 383 ~ ..... 3 credits
Institutional and Community Corrections

This course is a survey of the punishment phase of the criminal justice system, including the history, evolution, and process of American corrections. It provides an overview of corrections, including the persons, agencies, and organizations that manage criminals. Jails and prisons are described, including portrayals of inmates and their characteristics, and administrative operations. Other issues examined include overcrowding, inmate rights, privatization, female prisoners, juveniles and the emergence of community corrections.

CJA 390 ~ ..... 3 credits
Introduction to Corrections

This course is a survey of the punishment phase of the criminal justice system, including the history, evolution, and process of American corrections. It provides an overview of corrections, including the persons, agencies, and organizations that manage criminals. Jails and prisons are described, including portrayals of inmates and their characteristics, and administrative operations. Other issues examined include overcrowding, inmate rights, privatization, female prisoners, juveniles and the emergence of community corrections.

CJA 393 ~ ..... 3 credits
Criminal Organizations

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

CJA 400 ~ ..... 3 credits
Juvenile Justice

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

CJA 403 ~ ..... 3 credits
Juvenile Justice Systems and Processes

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

CJA 410 ~ ..... 3 credits
Ethics in Criminal Justice

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

CJA 413 ~ ..... 3 credits
Ethics in Criminal Justice

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

CJA 420 ~ ..... 3 credits
Cultural Diversity in Criminal Justice

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

CJA 423 ~ ..... 3 credits
Cultural Diversity in Criminal Justice

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

CJA 430 ~ ..... 3 credits
Research Methods in Criminal Justice

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

CJA 433 ~ ..... 3 credits
Research Methods in Criminal Justice

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

CJA 440 ~ ..... 3 credits
Organizational Behavior and Management

This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 443 ~ ..... 3 credits
Organizational Behavior and Management

This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 450 ~ ..... 3 credits
Criminal Justice Administration

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial

accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 453 ~ ..... 3 credits

Criminal Justice Administration

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 460 ~ ..... 3 credits

Criminal Justice Policy Analysis

This course examines the history of federal-and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policy is included.

CJA 463 ~ ..... 3 credits

Criminal Justice Policy Analysis

This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.

CJA 470 ~ ..... 3 credits

Managing Criminal Justice Personnel

This course is a survey of important personnel issues inherent to organizations and, especially, to criminal justice organizations. Problems, procedures and solutions to common personnel issues will be explored.

CJA 473 ~ ..... 3 credits

Managing Criminal Justice Personnel

This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.

CJA 480 ~ ..... 3 credits

Futures of Criminal Justice

This course examines possible criminal justice futures and the broader topic of global justice. Students will research and discuss issues that police, corrections, and courts are likely to confront in the 21st century and beyond and will examine established predictive techniques in the field of futures research. Students will critically examine the varied criminal justice systems that exist in the global community. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.

CJA 483 ~ ..... 3 credits

Futures of Criminal Justice

This course examines possible criminal justice futures and the broader topic of global justice. Students will research and discuss issues that police, corrections, and courts are likely to confront in the 21st century and beyond and will examine established predictive techniques in the field of futures research. Students will critically examine the varied criminal justice systems that exist in the global community. This is a capstone course requiring students to apply all they have learned throughout the program to the issues that will define possible criminal justice futures.

CMGT 244 ~ ..... 3 credits

Intro to IT Security

CMGT/244 introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

CMGT 410 ~ ..... 3 credits

Project Planning and Implementation

This course provides the foundation for understanding the broad concepts of successful planning, organization and implementation within a technical environment. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, scheduling, budgeting, tracking and controlling.

CMGT 430 ~ ..... 3 credits

Enterprise Security

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

CMGT 432 ~ ..... 3 credits

Introduction to Cryptography

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

CMGT 440 ~ ..... 3 credits

Introduction to Information Systems Security

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

CMGT 442 ~ ..... 3 credits

Information Systems Risk Management

This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course

will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

CMGT 430 ~ ..... 3 credits

Enterprise Security

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

CMGT 445 ~ ..... 3 credits

Application Implementation

This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

COM 100 ~..... 3 credits

Introduction to Communication

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

COM 200 ~..... 3 credits

Foundations of Interpersonal Communication

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

COM 225 ~..... 3 credits

Foundations of Mass Communication

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

COM 302 ~..... 3 credits

Marketing Communications

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

COM 310 ~..... 3 credits

Communication Theories and Practices

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

COM 320 ~ ..... 3 credits

Interpersonal Communication

This course presents the knowledge, skills and understanding necessary for people to communicate effectively in a variety of personal, social, and professional situations. The course approaches communication as a holistic, culture-laden experience that is non-verbal as well as verbal. Interpersonal communication is examined as a process that is inextricably involved with personal identity, human relationships, and power dynamics.

COM 330 ~ ..... 3 credits

Small Groups and Team Communication

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

COM 339..... 3 credits

Advertising and the Media

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

COM 340 ~ ..... 3 credits

Mass Communication

This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 350 ~ ..... 3 credits

Organizational Communication

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

COM 352..... 3 credits

Public Relations and Message Management

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

COM 360 ~ ..... 3 credits

Intercultural Communication

The purpose of this course is to assist students in understanding and apply the principles of effective intercultural communication in a

diverse society and in global commerce. Students will develop an understanding of why and of how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

COM 373 ..... 3 credits

Sales Communications

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

COM 400 ~ ..... 3 credits

Media and Society

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

COM 410 ~ ..... 3 credits

Management, Leadership, and Communication

This course focuses on the development of communication styles, strategies, and skills necessary to manage and lead in business and professional situations. Students will analyze communication needs and context, devise strategies, and execute them to develop communication styles appropriate for contemporary workforces. The principles and practices of this course apply to non-profit philanthropic and cultural organizations as well as the business sector.

COM 420 ~ ..... 3 credits

Creativity and Communication

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

COM 430 ~ ..... 3 credits

Public Relations and Pubic Affairs

Expanding upon the communication model of sender, channel, and receiver, this course explores the communication processes in the public arena, commercial, non-profit, and public interest-based. Professional and ethical foundations will be explored as well as the tools and techniques of these professional practices.

COM 440 ~ ..... 3 credits

Communication Law

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

COM 450 ~ ..... 3 credits

Ethics and Communication

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

COM 460 ~ ..... 3 credits

Communication for Training and Development

Effective training is based on effective communication. Regardless of the content or skill being training, essential communication principles must be followed to ensure effective training takes place. This course focuses on those principles by examining their application in the process of designing and delivering training for adults. Training designed for business, civic, and philanthropic organizations will be considered.

COM 470 ~ ..... 3 credits

Mediation and Conflict Resolution

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

COM 480 ~ ..... 3 credits

Communication Capstone Course

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

COM 486 ~ ..... 3 credits

Marketing and Sales Message Management

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

COMM 102 ~ ..... 3 credits

Communication Skills for Career Growth

This course covers the skills necessary for effective communication in the work environment and in modern society. The course provides an orientation to basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. Emphasis will be placed on applying these skills and theories to group processes and professional situations. (For Online and FlexNet students Only.) Communication Arts.

COMM 105 ~ ..... 3 credits

Introduction to Effective Written Communication

This course focuses on the core academic skills of writing effective university-level essays. Learning applications range from writing strategies to paragraph structure, sentence construction, and word choices. Emphasis will be placed on developing individual writing skills and applying strategies for collaborative writing in Learning Teams. Communication Arts

COMM 110 ~ ..... 3 credits
Introduction to Oral Communications

This course will provide students with the basic concepts of oral presentations. Students will be able to develop and deliver effective individual and group presentations in classroom and professional settings. The course is also designed to provide a maximum opportunity for practice and evaluation of presentation techniques. Communication Arts

COMM 112 ..... 3 credits
Introduction to Research for College Writing

This course introduces students to the research process with emphasis on academic applicability. Students will gather and utilize primary and secondary data and information through the exploration of digital libraries, the Internet, and other sources of information. Students will analyze and evaluate sources in the course of preparing a research paper, with an additional focus on the responsible use of information and correct documentation.

COMM 200 ..... 3 credits
Interpersonal Communication Skills

This course is designed to foster an understanding and appreciation of effective interpersonal skills. It addresses self-awareness, group process, self-disclosure, effective communication, conflict resolution, and team building.

COMM 208 ..... 3 credits
Business Writing Essentials

This course covers business writing as part of the managerial communications process. Emphasis is placed on the importance of style and lucid writing in letters, memoranda, brief informal reports, resumes, cover letters and comprehensive business reports. Writing strategies for various message types are presented. The elements of successful writing in an electronic environment are also discussed along with the impact of technology on business communications. Communication Arts.

COMM 215 ~ ..... 3 credits
Essentials of College Writing

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

COMM 251 ~ ..... 3 credits
Rhetoric and Critical Thinking

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

COMM 299 ..... 3 credits
Written Communication for AACR

This course assists students in analyzing their experiences and communicating the experiences effectively. Further, the course focuses on core academic skills necessary for writing effective college-level essays and covers writing strategies, paragraph use and structure, and sentence construction. This course also covers the application of peer-review, collaborative, and error analysis strategies for developing more effective communication. Communication Arts

COMM 301 ..... 1 credit
Proposal Writing

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

COMM 310 ..... 3 credits
Public Speaking

This course addresses how an effective oral presentation is developed and delivered. Students will acquire strategies for overcoming speaker's anxiety and gaining confidence. The role of language, ethics and critical thinking in oral presentation are examined. Techniques for audience targeting, as well as the differences between group and individual presentations are also addressed. A primary focus will be on learning to speak extemporaneously or conversationally for maximum impact. Extensive opportunities for practicing and critiquing oral presentations will be provided. Communication Arts.

COMM 315 ..... 3 credits
Diversity Issues in Communication

This course identifies barriers to effective communication associated with race, gender, culture and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity issues influence effective communication. The course will introduce techniques for improving written, oral, and interpersonal communication skills in response to diversity concerns. Communication Arts.

COMM 336 ..... 3 credits
Intercultural Communication with Mexico

Through formal study and on-site experiences, the student will gain an understanding of the dynamic of cross-cultural communication with Mexico. One area of focus will be the individual student's profession as it is in Mexico, comparing and contrasting duties, procedures, qualifications, and credentials. (Summer Travel Program only)

COMM 400 ~ ..... 3 credits
Management Communication Skills

This course focuses on identifying and developing the communications skills necessary to successfully manage individuals and groups within business and work organizations. Students will identify their management communication styles and assess and improve their effectiveness in the areas of interpersonal communications, group dynamics, diversity, motivation, team building, and conflict resolution. *Communication Arts.*

COMM 470 ~ ..... 3 credits
Communication in the Virtual Workplace

This course offers guidance and examples on how to communicate effectively in a workplace that is increasingly dependent upon technology as a means to communicate globally. The course provides students with an understanding of technology-mediated communication and how to maximize the use of new media to optimize organizational communications. Intranets, Internet, e-commerce, and the

impacts upon customer satisfaction of new communications technologies are explored.

CSS 422 ~ ..... 3 credits

Software Architecture

This course is an intergrating course in business application software engineering. Intergration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.

DBM 380 ~ ..... 3 credits

Database Concepts

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

DBM 381 ~ ..... 3 credits

Database Concepts

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

DBM 405 ~ ..... 3 credits

Database Management Systems

This course is a continues the subject in DBM 380, Database Concepts. Emphasis is placed on transforming data models into physical databases. An overview is given of various database systems as well as data warehousing. The role of databases in e-Business is also examined.

EBUS 400 ~ ..... 3 credits

e-Business

This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management, how to leverage technology to enhance business processes, the unique characteristics of e-marketing, and how the legal, ethical, and regulatory environments act as a filter for conducting e-business.

EBUS 405 ~ ..... 3 credits

e-Business Technologies

This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

EBUS 410 ~ ..... 3 credits

e-Business Management I

In today's global market, e-business can no longer be considered an independent phenomenon from the organization. Instead, e-business permeates all functional areas of the organization and must be considered in all aspects of managerial decision-making and problem solving. This course is the first of a two-part sequence that addresses the critical e-business considerations and emerging trends that general managers face in today's e-business-centric organizational environment. Students will be prepared with the skills and knowledge necessary to effectively integrate e-business tools, models, and best practices within various types of organizations.

EBUS 420 ~ ..... 3 credits

e-Business Management II

In today's global market, e-business can no longer be considered an independent phenomenon from the organization. Instead, e-business permeates all functional areas of the organization and must be considered in all aspects of managerial decision-making and problem solving. This course is the second of a two-part sequence that addresses the critical e-business considerations and emerging trends that general managers face in today's e-business-centric organizational environment. Students will be prepared with the skills and knowledge necessary to effectively integrate e-business tools, models, and best practices within various types of organizations.

EBUS 430 ~ ..... 3 credits

e-Business Cases

This course analyzes examples of both e-business successes and failures in order to identify critical success and failure factors. The course uses material presented in other courses in the program and in the analyses.

EDU 301 ~ ..... 3 credits

Foundations of Education

This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

ECO 272 ..... 3 credits

Fundamentals of Economics

This course provides students with the fundamental understanding of economic theory, concepts, terminology, and policies. Economic decision-making related to domestic and international markets will be explored. Business Elective

ECO 360 ~ ..... 3 credits

Economics for Business I

This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events. *Spreadsheet proficiency and Math proficiency.*

ECO 361 ~ ..... 3 credits

Economics for Business II

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events. *Spreadsheet proficiency recommended*.

ECO 365 ~ ..... 3 credits

Principles of Microeconomics

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 372 ~ ..... 3 credits

Principles of Macroeconomics

This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

EDU 300 .....0 credits
Orientation to Teacher Education

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

EDU 301 ~.....3 credits
Foundations of Education

This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 305 ~.....3 credits
Child Development

This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

EDU 310 ~.....3 credits
Models and Theories of Instruction

This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 310E ~ .....0 credits
E-portfolio Evaluation for EDU 310

This course is designed to monitor the evaluation of the required e-portfolio assignment for EDU 310. The submitted artifact will be evaluated against related program standards to measure the student's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EDU 315 ~.....3 credits
Legal and Ethical Issues in Education

This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 320 ~.....3 credits
Classroom Management

This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.

EDU 320E ~ ..... 0 credits
E-portfolio Evaluation for EDU 320

This course is designed to monitor the evaluation of the required e-portfolio assignment for EDU 320. The submitted artifact will be evaluated against related program standards to measure the student's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EDU 390 ~ ..... 3 credits
Elementary Education Seminar

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EDU 390E ..... 0 credits
E-portfolio Evaluation for EDU 390

This course is designed to monitor the evaluation of the required e-portfolio assignment for EDU 390. The submitted artifact will be evaluated against related program standards to measure the student's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

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

This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.

EED 415 ~ ..... 3 credits
Elementary Methods Mathematics

This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students' problem-solving skills.

EED 415E ~..... 0 credits
E-portfolio Evaluation for EED 415

This course is designed to monitor the evaluation of the required e-portfolio assignment for EED 415. The submitted artifact will be evaluated against related program standards to measure the student's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EED 420 ~ ..... 3 credits
Elementary Methods Science

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

EED 425 ~ ..... 3 credits
Elementary Methods - Health/PE

This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430 ~ ..... 3 credits
Elementary Methods - Social Studies

This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435 ~ ..... 3 credits
Elementary Methods - Fine Arts

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

EED 490 ~ ..... 3 credits
Elementary Student Teaching, Seminar I

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

EED 490E ~ ..... 0 credits
E-portfolio Evaluation for EED 490

This course is designed to monitor the evaluation of the required e-portfolio assignment for EED 490. The submitted artifact will be evaluated against related program standards to measure the student's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

EED 495 ~ ..... 3 credits
Elementary Student Teaching, Seminar II

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

EED 495E ~..... 0 credits
E-portfolio Evaluation for EED 495

This course is designed to monitor the evaluation of the required e-portfolio assignment for EED 495. The submitted artifact will be evaluated against related program standards to measure the student's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

ENG 120..... 3 credits
Business Literature

This course explores business and the workplace through imaginative literature and essays. Students will study poems, plays, short stories, and essays with themes or story lines that emanate from the workplace. Students will read, interpret, and analyze the literature while responding to the connections between occupation and personal identity and the connections between social and personal significance. Students will note and discuss trends in society that are illustrated by business and workplace attitudes and portrayed in literature. *Humanities*

ENG 125..... 3 credits
Literature in Society

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

ENG 130..... 3 credits
Introduction to Academic Writing

This course develops the essential skills used in writing effective university-level essays. Students study the composition process and practice the skills used at each of its stages. Emphasis is placed on essay organization. Individual topics studied range from rhetorical strategies such as narrative, cause and effect, and comparison, to specific techniques such as writing good thesis statements and organizing paragraphs. This course addresses the mechanics of writing, introduces APA format, and reviews fundamental grammar rules.

ENG 135..... 3 credits
Essentials of Contemporary Communication

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

ENG 155..... 3 credits
Mythology in Literature and Life

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

ENG 215 ..... 3 credits
Effective Academic Writing

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

ENG 290 ..... 3 credits
Children's Literature in a Pluralistic Society

This course examines the historical and social function of children's literature from oral origins to modern anthologies, exploring cultural, familial, and psychological messages in nursery rhymes, fairy tales, and early childhood fiction. Students will identify major 19th and 20th century schools of interpretation and consider multiple ways literature for and about children constructs concepts of childhood. Course surveys readings across cultures (European/American, Native American, African American, Asian, and Hispanic/Latino), and genres (nursery rhymes, fairy tales, picture books, early childhood fiction), addressing portrayals of ethnicity, race, class, and gender in children's literature, and considers the impact and implications of film adaptations of select children's stories in a pluralistic society.

ENG 301 ..... 3 credits
American Ethnic Literature

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

ENG 302 ..... 3 credits
20th Century American Literature

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

ENG 340 ..... 3 credits
Creative Writing

This course introduces students to key concepts in beginning and intermediate creative writing and is conducted primarily in a discussion-critique roundtable format. The primary goals of the course are for students to sharpen their observational skills, to develop and expand their imaginative writing processes, to develop and expand their understanding of the human experience through the creative writing process, and to develop skills and techniques for producing marketable material for contemporary publications that buy prose fiction and expository articles. *Communication Arts.*

ENG 380 ..... 3 credits
Applied Linguistics

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

ENG 491 ..... 3 credits
American Literature to 1860

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

ENG 492 ..... 3 credits
American Literature since 1860

This course will survey literary writings since 1860 in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century. *Humanities*

ENG 493 ..... 3 credits
English Literature to 1800

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

ENG 494 ..... 3 credits
English Literature since 1800

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

ENG 495 ~ ..... 3 credits
Advanced Creative Writing

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

ESL 300 ~ ..... 3 credits
Teaching English Language Learners

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to 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.

FIN 320 ~ ..... 3 credits
Corporate Finance

This course introduces students to the principles and practices of finance applied in the business environment. The course provides a survey of the important aspects of financial management, practice, and policy faced by industry executives and practitioners providing consultative services. Provision of financial services is a common adjunct to public accounting practices, accounting executives, and accountants.

FIN 324 ~ ..... 3 credits
Financial Analysis For Managers I

This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: the accounting environment, financial statements, financial markets, working capital management and financial planning, and Internal Controls.

FIN 325 ~ ..... 3 credits
Financial Analysis For Managers II

This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: cost management systems, time value of money, capital budgeting, capital structure, and international finance.

FIN 370 ~ ..... 3 credits
Finance for Business

This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

FIN 375 ~ ..... 3 credits
Financial Management in the Small Business

This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.

FIN 401 ~ ..... 3 credits
Accounting Concepts and Practices for Financial Managers

This course is an overview of the fundamentals of accounting for financial managers. Students will apply basic principles, concepts, and ethics of accounting to the preparation, interpretation, and analysis of financial statements.

FIN 402 ~ ..... 3 credits
Investment Fundamentals and Portfolio Management

This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.

FIN 403 ~ ..... 3 credits
Global Finance

This course examines financial issues in the global environment from the perspective of both domestic and multinational organizations. Students will analyze the international business environment and will apply financial concepts and practices to a global market to maximize value. They will use financial concepts to make informed international investment and financing decisions, including those involving e-business and technology. Areas of emphasis include: the environment of global finance, foreign exchange and derivatives markets, global risk management, financing foreign operations, and foreign investments.

FIN 404 ~ ..... 3 credits
Advanced Topics in Financial Management

This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.

FIN 415 ~ ..... 3 credits
Corporate Risk Management

This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 419 ~ ..... 3 credits
Finance for Decision Making

This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 420..... 3 credits
Personal Finance

This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations. *Business Elective*

FIN 444 ~ ..... 3 credits
Mergers, Acquisitions, and Corporate Restructuring

This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.

FIN 466..... 3 credits
Financial Markets

This course develops a conceptual framework for understanding how recent and current events affect the financial environment. Financial markets are examined with a focus on their utilization by

financial institutions, the pricing of financial assets, the impact of the Federal Reserve, their internationalization, and recent events that have affected them. The institutions are described with a focus on regulatory aspects and management use of financial markets and performance. *Business Elective*

FIN 467 ~ ..... 3 credits

Real Estate Investment

This course explores the techniques of real estate investment analysis, including financing, taxes, and decision making criteria in today's real estate investment environment. *Business Elective*

FIN 475 ~ ..... 3 credits

Managerial Finance I

This course is an overview of the fundamentals of financial administration. Emphasis is placed on techniques used in the development of financial thought and financial decisions, and risk-return relationships. The legal forms of organizations, tax implications, tools of financial analysis, financial structure of firms, leverage, and internal financing mechanisms are also discussed. *Spreadsheet proficiency recommended*.

FIN 476 ~ ..... 3 credits

Managerial Finance II

This course is an overview of the fundamentals of financial administration. Emphasis is on using financial thought and decision-making skills to understand a firm's working capital management, short-term and long-term financing policies, and special topics in the field of financial management.

GBM 480 ~ ..... 3 credits

Global Business Environment and Strategy

In this course, students will describe major forces in the global environment and their impact upon business strategies, operations, and decision making. Upon completion of this course, students should have developed a global mindset and have a broader awareness of the intricacies of the global business environment.

GBM 481 ~ ..... 3 credits

International Trade and Investment

In this course, students will examine international trade and investment. Upon completion of this course, students should be able to apply current theories, concepts, and practices in conducting global business transactions.

GBM 482 ~ ..... 3 credits

Global Human Resource Management

In this course, students will examine human capital in a global business environment. Upon completion of this course, students should be able to identify, design, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

GBM 483 ~ ..... 3 credits

Global Value Chain Management

This course describes value chain activities between buyers and sellers in international business, with particular emphasis on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries. Upon completion of this course, students will be able to manage their company's value chain internationally through purchasing agreements and partnerships with foreign suppliers, company-owned foreign operations, and outsourced activities. They will also understand how goods are transported between countries using various transportation modes, the choices between available international financial transactions, the major issues raised by the international localization of operations, and legal and regulatory issues such as, customs and duties regulations that facilitate global commerce.

GBM 484 ~ ..... 3 credits

Advanced Topics in Global Business Management

In this course, students will examine the process and critical components of developing global marketing strategies. Upon completion of this course, students should be prepared to develop and implement global marketing plans and audits. Emphasis is placed on contemporary strategies in areas such as e-business and market research.

GEN 101 ..... 3 credits

Skills for Lifelong Learning

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

GEN 300 ..... 3 credits

Skills for Professional Development

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

GEN 480 ~ ..... 3 credits

Interdisciplinary Capstone Course

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

GEO 150 ..... 3 credits

Geography of World Commerce

This course provides a geographical perspective on the existing and emerging commercial relationships between the United States and the rest of the world. Emphasis is placed on the manner in which the earth's physical characteristics affect political, social, cultural, and economic affairs. *Social Science*

HM 470 ~ ..... 3 credits

Introduction to Hospitality Management

This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 471 ~ ..... 3 credits

Lodging Management

This course provides students with the opportunity to examine vari-

ous lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.

HM 472 ~ ..... 3 credits

Food and Beverage Management

This course focuses on operating and strategic challenges facing managers in the food and beverage industry. Topics include cost control, forecasting, food safety, service standards, and staffing. Students will learn to utilize managerial tools to make sound business decisions in a food and beverage organization.

HM 473 ~ ..... 3 credits

Events and Recreation Management

This course explores the dynamic field of convention management and recreation businesses. Convention related topics include meeting planning, exhibit management, and event management. Recreation and leisure topics include sporting events and activities, resort offerings, and entertainment. Upon completion of this course students will be able to plan recreational programs and events.

HM 474 ~ ..... 3 credits

Facilities Management

This course introduces students to the complex field of facilities management. Special emphasis is placed on facility maintenance, risk management, insurance, and liability issues relating to guests and employees. Other issues covered include compliance, security, and cost control. Upon completion of this course students will be able to identify potential liabilities and risks associated with the hospitality industry.

HM 475 ~ ..... 3 credits

Hospitality Decision Analysis

This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.

HCS 250 ~ ..... 3 credits

Human Anatomy and Physiology

This course builds on the student's previous foundation of basic anatomy and physiology. Terminology, structure, function, and integration of body systems are stressed. Students begin to develop critical thinking skills, so that signs, symptoms of disease, and health care interventions can be traced to their root cause.

HCS 255 ~ ..... 3 credits

Environmental Microbiology

This course explores the basic principles of microbiology. Case scenarios and classroom discussions will allow the student to apply the framework and concepts of microbiology within the work place.

HCS 260 ..... 3 credits

Pharmacology

This course examines the pharmacodynamics of major drug classes. Emphasis is placed on nursing assessment and the management of therapeutics, particularly the toxic effects of pharmacology intervention.

HCS 301 ..... 2 credits

Undergraduate Nursing Studies

The course is designed to aid adult learners in acquiring or improving critical thinking, teamwork, research, and communication skills, which are necessary at the University of Phoenix. Students will develop strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development. Students will also be introduced to the University library and the Center for Writing Excellence and learn how to access those resources successfully.

HCS 310 ~ ..... 3 credits

Health Care Delivery in the US

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

HCS 320 ~ ..... 3 credits

Health Care Communication Strategies

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

HCS 330 ~ ..... 3 credits

Introduction to Health and Disease Trends

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

HCS 350 ~ ..... 3 credits

Health Care Communications

This course will focus on professional communication related to the role of the registered nurse. This course is designed to explore the knowledge and skills required to communicate therapeutically with clients and communicate effectively with other professionals of a health care team. The art of delegation will be examined.

HCS 405 ~ ..... 3 credits

Health Care Financial Accounting

This course provides an understanding of general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The Diagnosis-Related Group (DRG) system of service classification and its relation to payment for providers and organizations are also examined. The fundamentals of strategic planning, cost concepts, and capital budgeting are applied in the health care environment. Issues surrounding the development and management of budgets are examined.

HCS 413 ~ ..... 3 credits

Health Care Management Strategies

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

HCS 415 ~ ..... 3 credits
The Health Care of Populations

This course examines the health practices and lifestyle issues of defined consumer groups and/or populations in relation to the impact they have on the use of services. The incidences of illness and disease, community health, and quality of life of these targeted groups will also be reviewed. The impact of federal and state mandated population cohorts and/or populations is examined in relation to the impact they have on the use of services, the incidences of illness and disease, community health, and quality of life.

HCS 426 ~ ..... 3 credits
Pathophysiology

This course presents an introduction to human pathophysiology. Emphasis will be placed on the explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.

HCS 427 ~ ..... 3 credits
Human Resource: Principles and Practice in Health Care

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

HCS 429CA..... 3 credits
Pathophysiology

This course presents an introduction to human pathophysiology. Emphasis will be placed on the explaining the mechanisms and clinical manifestations associated with specific infectious diseases. The course will examine cellular activity, organs and systems that affect the health of the human body.

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

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

HCS 433 ~ ..... 3 credits
Dimensions of Health and the Older Adult

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

HCS 435 ~ ..... 3 credits
Ethics: Health Care and Social Responsibility

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

HCS 437 ~ ..... 3 credits
Long-term Care Administration

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

HCS 438 ~ ..... 3 credits
Statistical Applications

The emphasis in this statistical application's course is on thinking about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.

HCS 438PN ~ ..... 3 credits
Statistical Applications

The emphasis in this statistical application's course is on thinking about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.

HCS 440 ~ ..... 3 credits
Economics: The Financing of Health Care

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

HCS 442 ~ ..... 3 credits
Operations Management in Health Care

This course examines and explores the applications of operations management in the framework of health care organizations. Focus will be placed on a variety of health care delivery models including hospitals, outpatient facilities, and long-term care. Issues related to supply management; scheduling, cost performance and quality assurance will be discussed.

HCS 443 ~ ..... 3 credits
Populations Requiring Long Term Care

This course examines the health services needed by the diverse populations needing long-term care. The organization, management, and characteristics of long-term care facilities will be discussed. The impact of state and federal regulation and issues surrounding funding services are analyzed.

HCS 446 ~ ..... 3 credits
Facility Planning

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

HCS 449 ~ ..... 3 credits
Health Administration Capstone

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

HCS 451 ~ ..... 3 credits
Health Care Quality Management and Outcomes Analysis

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

HCS 457 ~ ..... 3 credits
Public and Community Health

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

HCS 455 ~ ..... 3 credits
Health Care Policy: The Past and The Future

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

HCS 463 ~ ..... 3 credits
Application of Health Care Management Principles

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the health care environment. Analyses of case studies require application of the skills and tools acquired during the program, assisting students in bridging the gap from theory to practice. A comparative analysis of health care and general business enlarges the understanding of management in the specialized health care arena.

HCS 475 ~ ..... 3 credits
Leadership and Performance Development

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

HCS 478 ~ ..... 3 credits
Health Law and Ethics

The legal and ethical aspects of the nurse's role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, client, and health care providers.

HCS 482 ~ ..... 3 credits
Health Care Informatics

This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.

HCS 483 ~ ..... 3 credits
Health Care Information Systems

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

HCS 490 ~ ..... 3 credits
Health Care Consumer - Trends and Marketing

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

HIS 110 ..... 3 credits
U.S. History to 1865

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

HIS 112 ..... 3 credits
History of Western Civilization from Prehistory to the Middle Ages

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

Social Science

HIS 113 ..... 3 credits
History of Western Civilization from the Middle Ages to the French Revolution

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

Social Science

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

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

Social Science

HIS 120 ..... 3 credits
U.S. History 1865 to 1945

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

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

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

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

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

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

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

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

This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those who supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, as well as later amendments, and the issues of slavery and civil rights as seen through major court decisions. *Social Science*

HIS 311 ..... 3 credits
Nevada and U.S. Constitution

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

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

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

HM 470 ~ ..... 3 credits
Introduction to Hospitality Management

This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 471 ~ ..... 3 credits
Lodging Management

This course provides students with the opportunity to examine various lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.

HM 472 ~ ..... 3 credits
Food and Beverage Management

This course focuses on operating and strategic challenges facing managers in the food and beverage industry. Topics include cost control, forecasting, food safety, service standards, and staffing. Students will learn to utilize managerial tools to make sound business decisions in a food and beverage organization.

HM 473 ~ ..... 3 credits
Events and Recreation Management

This course explores the dynamic field of convention management and recreation businesses. Convention related topics include meeting planning, exhibit management, and event management. Recreation and leisure topics include sporting events and activities, resort offerings, and entertainment. Upon completion of this course students will be able to plan recreational programs and events.

HM 474 ~ ..... 3 credits
Facilities Management

This course introduces students to the complex field of facilities management. Special emphasis is placed on facility maintenance, risk management, insurance, and liability issues relating to guests and employees. Other issues covered include compliance, security, and cost control. Upon completion of this course students will be able to identify potential liabilities and risks associated with the hospitality industry.

HM 475 ~ ..... 3 credits
Hospitality Decision Analysis

This capstone course integrates the principles and concepts of hospi-

tality operations management. Upon completion of this course, students will be able to prepare a service delivery model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.

HPE 170 ..... 3 credits

Health and Physical Education

This course will help students understand the importance of a healthy lifestyle with the knowledge of human movement, motor skills, and learning. Students will explore the principles of sports science and its impact on health, while developing self-confidence and self-worth. It will also help students achieve goals of lifelong health; understand growth and development; and utilize health-related information, products, and services.

HUM 100 ..... 3 credits

Introduction to the Humanities–The Ancient World to Medieval Times

This course is an introduction to the arts through their expression in dominant themes of western culture. Concepts of nature and the individual in society are examined in the artistic works from the ancient world to medieval times. The course provides a framework for understanding and evaluating contemporary artistic endeavors. *Humanities*

HUM 102 ..... 3 credits

Introduction to the Humanities–The Renaissance to the Present

This course is an introduction to the arts through their expression in dominant themes of western culture. Concepts of nature and the individual in society are examined in the artistic works from the Renaissance to the present. The course provides a framework for understanding and evaluating contemporary artistic endeavors. *Humanities*

HUM 103 ..... 1 credit

Survey of the Performing Arts

This course examines traditions and new developments in the performing arts genres, providing participants with an overview of the historic elements reflected in the practice of live performance today. Through a highly interactive and experiential format, the course focuses on the artistic components which integrate to create the performance experience from both a "behind the scenes" and an audience perspective. *Humanities*

HUM 105 ..... 3 credits

World Mythology

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

HUM 150 ..... 3 credits

Introduction to Film Studies

This course creates a basic understanding of the artistic and technical elements found in movie making. Understanding movies comes from describing and analyzing the cinematic, theatrical, and literary elements that combine to create meaning. In addition, the major characteristics of different film genres and classic movies will be analyzed. Through this course students will develop personal criteria for evaluating and enjoying movies.

HUM 266 ..... 3 credits

Art Through The Ages

This course provides an in-depth analysis of innovation and change, and the use of imagination as the human creative force. Developments in architecture, painting, sculpture, literature, and music will be examined as processes and products of human imagination. The course will highlight artistic creativity as both a response to and a catalyst of change.

HUM 300 ..... 1 credit

The Global Village

This course is an overview of the humanities in the twentieth century. The course covers the fine arts, war, philosophy, and social movements reflecting the developments of the information age as it moves to the communication age. *Humanities*

HUM 336 ..... 3 credits

The Cultural History and Art of Mexico

Through formal study and on-site experience, this course allows the student to study the cultural and social development of Mexico from the pre-Colombian to the present time. This course will also allow the student the opportunity to study the art of Mexico, including pre-historic "writings," sculpture, murals, and architecture. (Summer Travel Program only.)

ISCOM 422 ..... 3 credits

Operations Management for Small Business

This course provides an overview of the tools needed to effectively coordinate operations management for small businesses. Emphasis is placed on process improvement, quality management and leadership, measuring process improvements, and optimization modeling.

ISCOM 470 ~ ..... 3 credits

Strategic Supply Chain Management

This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.

ISCOM 471 ~ ..... 3 credits

Operations Management

This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services.

ISCOM 472 ~ ..... 3 credits

Lean Enterprise

This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

ISCOM 473 ~ ..... 3 credits

Global Sourcing and Procurement

This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing opera-

tions and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.

ISCOM 474 ~ ..... 3 credits
Integrated Logistics Management

This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

ISCOM 475 ~ ..... 3 credits
Electronic Commerce in the Supply Chain

This course introduces students to the theory and practice of conducting supply chain functions over the Internet and World Wide Web. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

ISCOM 476 ~ ..... 3 credits
Integrated Supply Chain Applications

This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply change creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain, which demonstrate performance standards are achieved.

LDR 301 ~ ..... 3 credits
Small Business Leadership

This course explores how the small business entrepreneur leads, manages, motivates and rewards employees while creating a culture focused on customer satisfaction. Emphasis is placed on leadership skills, people management, and strategic management while satisfying internal and external customers.

MGT 270..... 3 credits
Management and Supervision

This course explores the role of supervisors and managers within organizations. Emphasis is placed upon the application of supervisory functions in the effective management of employees. The course is designed to provide the student an opportunity to examine skills, techniques, and practices that may be used in the work environment to improve supervisory effectiveness. *Business Elective*

MGT 300 ~ ..... 3 credits
Survey of Small Business Management and Entrepreneurship

This course provides an overview of critical issues faced in small business and entrepreneurship. Emphasis is placed on what a small business entrepreneur should know when starting a business. This includes an overview of how marketing, cash management, strategic pricing, and business planning principles relate to small business and entrepreneurship.

MGT 304..... 1 credit
Service Operations Finance

This course covers the basic principles of finance that are essential to a service operations managers, including identification of finance and accounting terminology, and evaluation of financial statements. Cost/benefit analysis, budgeting, and financial mathematics are also covered. *Business Elective*

MGT 306 ~..... 3 credits
Family Business Management

This course provides an overview of key issues relevant to managing a family-operated business. Special emphasis is placed on family business planning, financial management, growth methods, conflict management, and succession planning.

MGT 330 ~..... 3 credits
Management: Theory, Practice, and Application

This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.

MGT 331 ~..... 3 credits
Organizational Behavior

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings. Managing organizational behavior challenges individuals to understand and embrace workforce diversity, elements of change, effective communication and performance systems. A comprehensive review of these processes, as well as others, allows students to examine their role in organizations of the new millennium.

MGT 344 ~..... 3 credits
Organizational Behavior and Ethical Responsibility

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings and explores the ethical issues to which employees are exposed. Contemporary issues in organizational behavior challenge individuals to recognize ethical dilemmas and resolve them through active deliberation and sound decision making. A comprehensive review of organizational behavior and ethics will allow students to examine their roles and responsibilities within organizations of the new millennium.

MGT 350 ~..... 3 credits
Critical Thinking: Strategies in Decision Making

The course provides students opportunities for analysis, synthesis, prescription, and application roles of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with, diverse workforce and dynamic work place. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems as well as provide strategic direction.

MGT 401 ~..... 3 credits
The Small Business: Structure, Planning and Funding

This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 415 ..... 3 credits
Survey of Entrepreneurial Management

This course is an introduction to the study of entrepreneurship and

the understanding of the entrepreneurial process. Through the case study/analysis method, students will experience the steps, techniques, pitfalls, and strategies of new business creation.

Business Elective

MGT 417 ~ ..... 3 credits

Business Continuity Planning and Management

This course presents foundations of business continuity planning for managing business threats and risks. Students will examine relevant theories, tools and techniques, and best practices for creating and implementing an effective business continuity program and plan.

MGT 418 ~ ..... 3 credits

Evaluating New Business Opportunities

This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 426..... 3 credits

Managing Change in the Workplace

This course provides an overview of the models and processes required for managing change. It introduces a cycle of change that when implemented enables organizations and their members to methodically improve organizational systems while reducing resistance to change. These models of change are applicable to learning organizations across boundaries and cultures. *Business Elective*

MGT 431~ ..... 3 credits

Human Resources Management

This course focuses on the strategic role of human resources management, personnel planning and job analysis, personnel selection, performance appraisal, compensation, training and development from the vantage point of the manager.

MGT 434..... 3 credits

Employment Law

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

~

MGT 437 ~ ..... 3 credits

Project Management

This course examines project management roles and environments, the project life cycle, and various techniques of work, planning, control, and evaluation for project success.

MGT 442..... 3 credits

Corporate Culture and Organizational Climate

This course is a study of the processes by which shared beliefs and expectations develop in private and public organizations; the effects of these beliefs and expectations on employees and organizational functioning; the transmission of culture to new employees; and problems and strategies in modifying an organizational culture. *Business Elective*

MGT 445 ~ ..... 3 credits

Organizational Negotiations

This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.

MGT 448 ~ ..... 3 credits

Global Business Strategies

The manager's perspective in the fields of international payments, international trade, and investments are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.

MGT 449 ~ ..... 3 credits

Quality Management and Productivity

This course examines the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methodologies that will aid managers in assuring that the organization's quality system is effectively meeting the organization's continuous improvement goals.

MKT 421 ~ ..... 3 credits

Marketing

This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

MKT 431 ~ ..... 3 credits

Small Business Marketing

Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MKT 435 ~ ..... 3 credits

Consumer Behavior

This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 438 ~ ..... 3 credits

Public Relations

This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

MKT 441 ~ ..... 3 credits

Marketing Research

This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing. *Business Elective*

MKT 445 ~ ..... 3 credits

Sales Tools and Strategies

This course is an examination of the basic principles involved in the sales process, the relationship between sales and marketing, sales force structure, and Customer Relationship Management (CRM).

Emphasis is placed on product pricing, managing the sales force, forecasting market demand, and relating sales goals to marketing goals.

MKT 447 ~ ..... 3 credits

Advertising and Creative Strategy

This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

MKT 450 ~ ..... 3 credits

International Marketing

This course provides the conceptual framework for marketing across national borders, as well as marketing within different foreign environments. Students study how international marketing programs are developed, as well as the various factors that affect decision-making in an international setting.

MKT 463 ~ ..... 3 credits

Buyer Behavior

This is an introductory course in analyzing buyer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MGT 465 ~ ..... 3 credits

Small Business and Entrepreneurial Planning

This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.

MKT 467 ~ ..... 3 credits

Integrated Marketing Communications

In this course the role of integrated marketing communications in business and society is analyzed, giving a broad view of the profession in a service - or product-oriented company. The social and economic roles that integrated marketing communications plays in profit and non-profit companies are applied. Integrated marketing communications' role in marketing is explored in a practical way and the relationship among the planning process, creative strategies, and media selection are examined.

MKT 469 ~ ..... 3 credits

Sales Management

This course studies the complex and demanding responsibilities of sales management in the 21st century, including managing the sales force, forecasting, understanding customer expectations and buyer behavior, gathering feedback, communicating, and relating sales goals to marketing goals.

MKT 498 ~ ..... 3 credits

Integrated Marketing Strategies

This course provides students with an in depth study of Integrating Marketing Communications (IMC). Emphasis will be placed on strategic roles and the integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management. **revised 09/26/2006*** This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication elements including advertising, public relations, sales promotion, event management, media selection, and sales management.

MTH 110 ..... 1 credit

History of Mathematics

This one-credit course introduces students to a comprehensive survey of classical mathematical history, including background on famous mathematicians from ancient to modern times and their specific contributions to mathematics. The format and content of the course is conceptual rather than technical.

MTH 208 ..... 3 credits

College Mathematics I

This course begins a demonstration and examination of various concepts of basic algebra. It assists in building skills for performing specific mathematical operations and problem solving. These concepts and skills serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering are also presented. Math is a language of logical thinking using symbols and numbers to quantify. This course is the first half of the college algebra sequence, which is completed in MTH 209: College Mathematics II. *Mathematics*

MTH 209 ~ ..... 3 credits

College Mathematics II

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

MTH 212 ..... 3 credits

Introduction to Finite Mathematics

This course is an introduction to the mathematics available for the study of social and behavioral sciences, and for application in business. Emphasis is placed on the comprehension of problem-solving techniques for the real world. Specific applications in statistics, accounting, finance, and economics are demonstrated and discussed.

MTH 213 ~ ..... 3 credits

Mathematics for Elementary Educators I

This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.

MTH 214 ~ ..... 3 credits

Mathematics for Elementary School Educators II

This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

MTH 225 ..... 4 credits
Pre-Calculus

This course prepares students for success in calculus. A brief review of college algebra topics is presented including linear, polynomial, radical, rational and absolute value, functions and equations. Students also examine systems of equations, exponential, logarithmic, and trigonometric functions as well as analytic geometry. In addition, students are introduced to sequences and series.

MTH 230 ..... 3 credits
Calculus

This course demonstrates and examines various concepts of differential calculus. It assists in understanding the basic concepts of differential calculus. These concepts are used to apply differential calculus in business, economics, and science coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are included in this course. A variety of other applications, such as geometry, personal finance, science, and engineering are also presented. 10 weeks in length. *Mathematics*.

MTH 233 ..... 3 credits
Statistics

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

MTH 310 ~ ..... 4 credits
Calculus I

This course is an introduction to differential and integral calculus. Students explore limits and continuity. They examine the basic concept of differentiation and practice differentiation techniques. Students develop competence applying differentiation to solve problems. Students also examine the area function, Riemann sums, simple antiderivatives and indefinite integrals, and apply these to real-life problems. The course concludes with the fundamental theorem of calculus.

MTH 320 ~ ..... 4 credits
Calculus II

This course examines intermediate-level calculus topics. Students are presented with integration techniques for functions of one variable and more applications of definite integrals. Students explore numerical techniques of integration as well as sequences and series of functions. Students also examine polar coordinates and parametric functions.

MTH 361 ..... 3 credits
Survey of Mathematics I

This is the first course of a two-part course sequence presenting a survey of mathematics. This course addresses the conceptual framework for mathematics. The focus of this course is on real number properties, patterns, operations, and algebraic reasoning and problem solving.

MTH 362 ..... 3 credits
Survey of Mathematics II

This is the second in a two-part course sequence presenting a survey of mathematics. The focus of this course is on measurement, geometry, probability and data analysis. Students will examine the role of functions theory (density function and probability mass function) in various mathematical applications.

MTH 432 ~ ..... 3 credits
Geometry

This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.

NSCI 280 ..... 4 credits
Anatomy and Physiology I

Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course will apply knowledge from the classroom to online experiments and critical thinking application exercises.

NSCI 281 ..... 4 credits
Anatomy and Physiology II

The second in a two course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This second course will include a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Discussion will include the application of nutrition, fluid, electrolyte and acid base balance, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course will apply knowledge learned regarding the systems through online experiments and critical thinking/application exercises.

NTC 240 ~ ..... 3 credits
Intro to Lan Technologies

This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

NTC 241 ~ ..... 3 credits
Intro to W-Lan Technologies

This course explores concepts of wireless networking systems, including wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with LAN, MAN, and WAN networks, basic wireless security, and network integration concepts.

NTC 242 ~ ..... 3 credits
Intro to WAN Technologies

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

NTC 360 ~ ..... 3 credits
Network and Telecommunications Concepts

This course provides an overview of telecommunication systems in a business environment. Topics covered include standards, telephony,

networks, and internet working applications. Terminology and basic concepts are emphasized.

NTC 361 ~ ..... 3 credits

Network and Telecommunications Concepts

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

NTC 410 ~ ..... 3 credits

Networks and Telecommunications II

This course continues the subject in NTC 360, Network and Telecommunication Concepts. The course provides an in-depth analysis of telecommunication systems in a business environment. Topics include models, architectures, protocols, security, and trends. The Open Systems Interconnection (OSI) model is emphasized.

NUR 300 ~ ..... 3 credits

Essentials of Professional Nursing Practice

This course provides an overview of nursing and is designed for the practical/vocational nurse to begin transitioning into professional nursing. Historical influences on professional nursing are explored. Critical thinking, clinical judgment, and professional values and responsibilities are examined in the context of the scope of practice for the professional nurse. The nursing process and concepts crucial to role transition are introduced, along with behaviors related to professional and academic accountability.

NUR 310 ~ ..... 3 credits

Theoretical Bases for Nursing Practice

This course focuses on the conceptual and theoretical aspects of professional nursing practice within the unifying framework of Orem's self-care model. Nursing process is applied in the context of self-care deficits and therapeutic self-care demand. The taxonomies of Nursing Diagnosis, Nursing Interventions Classification (NIC), and Nursing Outcomes Classifications (NOC) are introduced. The role of the nurse as a change agent in facilitating behavioral changes in individuals is reinforced.

NUR 315 ~ ..... 3 credits

Physical Assessment

This course builds from previous Practical Nurse competencies, knowledge and skills. It provides the nursing student with the skills in physical, psychosocial, and spiritual assessment of adult clients. History taking and data collection is emphasized. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. This course is supported by a laboratory course.

NUR 315L ~ ..... 1 credit

Physical Assessment Lab

This laboratory course supports NUR/315 and is a required course of study. Students will practice nursing skills in a laboratory setting under supervision of a qualified faculty.

NUR 320 ~ ..... 4 credits

Care of the Med/Surg Client: Acute

This course builds on previous nursing knowledge and skills to expand into the professional nursing role related to the medical surgical client experiencing acute health care problems. Application of nursing roles as provider of care, advocate, teacher, and manager, through critical thinking, and restoration of health in adults is discussed. Theory based nursing practice will be utilized by the student to apply critical thinking pathways to individual heath problems. Students are required to successfully complete 60 clinical hours to pass the course.

NUR 330 ~ ..... 3 credits

Psychiatric Mental Health Nursing

The focus of this course is the provision of nursing care to the client with alteration in mental health. Theory based practice will be used to apply critical thinking pathways to the individual with acute and chronic mental health problems. Emphasis is placed on human behavior as it relates to function, alterations and disruption of normal mental health. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 335 ~ ..... 3 credits

Care of the Childbearing Client

This course focuses on the utilization of theory-based practice with the obstetrical client and newborn's family. Emphasis is placed on the concepts of normal reproductive and child bearing events and health assessment of the child bearing woman. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 340 ~ ..... 3 credits

Care of the Pediatric Client

This course focuses on theory-based nursing practice with the pediatric client and family. Students apply concepts related to growth and development, and explore methods of assessing pediatric illness and disorders. Planned faculty-supervised experiences in the clinical area as well as the community will provide students with the opportunity to implement their knowledge and skills. Students are required to successfully complete 45 clinical hours to pass this course.

NUR 345 ~ ..... 4 credits

Care of the Medical Surgical Client: Complex

This course focuses on the care of the medical/surgical client with complex health care problems. The course builds on NUR/320 - Care of the Medical/Surgical Client: Acute. Theory based nursing practice will be utilized by the student to apply critical thinking pathways to individuals with chronic complex health care problems. Nursing assessment and data analysis is emphasized. Students are required to successfully complete 60 clinical hours to pass the course.

NUR 390 ..... 3 credits

Introduction to Professional Nursing

This course focuses on the professional role of nursing. Students will assess and strengthen their skills in writing, oral presentations, and group interactions. Change and communication strategies necessary for today's healthcare arena will be investigated.

NUR 391 ~ ..... 3 credits

Professional Nursing Practice

This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop strategies for improvement. Standards of professional practice will be discussed in relation to the profession, role, and value behavior.

NUR 402 ~ ..... 3 credits

Theoretical Foundation of Professional Nursing

This course is designed to focus entering baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts essential to professional nursing are presented within the unifying framework of Orem's Self-Care Deficit Theory of Nursing. The action of nursing is operationalized within the roles of caregiver, teacher, and manager of care. An over-

view of classification systems (Nursing Interventions Classifications and Nursing Outcomes Classification) is introduced. The role of the nurse as a change agent in facilitating behavioral changes in individuals is reinforced.

NUR 403 ~ ..... 3 credits

Theories and Models of Nursing Practice

This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop strategies for improvement. Standards of professional practice will be discussed in relation to the profession, role, and value behavior.

NUR 405 ~ ..... 4 credits

Health Communities: Theory and Practice

This course will examine the role of nursing in community health and create conditions that promote healthy living. Theories of community health and nursing practice will be explored though concepts of health promotion, tertiary, primary, and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.

NUR 408 ~ ..... 3 credits

Epidemiology: Global and Public Health

Epidemiology provides the basis for significant public and global health decisions. This course will explore key issues related to public and global health relevant to professional nursing practice. Through the use of epidemiology methods, students will track the natural history of a disease; identify its frequency, distribution, and cause. This course contains 50 hours of clinical experience.

NUR 420 ~ ..... 3 credits

Health Assessment

Provides refinement of physical assessment skills focusing on the assessment differences needed to recognize abnormal findings across the life span, especially with the geriatric population. Communication, health histories, and psychosocial impacts will also be explored in the development of a holistic health assessment.

NUR 425 ~ ..... 3 credits

Health and Disease Management

This course focuses on pathophysiology, principles of motivation, learning theories, and their application to disease processes. A review of diseases from a systems approach will be stressed along with discussions regarding the impact of diversity, delivery of patient education, complementary/alternative therapies, and community resources.

NUR 426 ~ ..... 3 credits

Pathophysiology

This course presents an introduction to human pathophysiology. Emphasis will be placed on the explaining the mechanisms and clinical manifestations associated with the disease process. The course will examine cellular activity, organs and systems that affect the health of the human body.

NUR 427 ~ ..... 3 credits

Health & Chronic Disease Management

This course focuses on pathophysiology, principles of motivation, learning theories, and their application to disease processes. A review of diseases from a systems approach will be stressed along with discussions regarding the impact of diversity, delivery of patient education, complementary and alternative therapies, and community resources.

NUR 429 ~ ..... 3 credits

Issues and Strategies in Nursing Research Utilization

This course develops the basic skills of critically analyzing research findings. Research methods are introduced with emphasis placed upon analyzing key elements of research reports.

NUR 429PN ~ ..... 3 credits

Issues & Strategies in Nursing Research

This course focuses on providing the basic skills to students to critically analyze research findings. Research methods are introduced with emphasis placed upon analyzing key elements of research reports.

NUR 431 ~ ..... 3 credits

Care of the Geriatric Client

This course is designed to explore current theories and practices in gerontologic nursing. The primary focus of the course is to explore the role of the nurse in assessing and managing the continuum of care with the aging client and family within a community. Students must successfully complete 45 clinical hours in order to pass the course.

NUR 440 ~ ..... 3 credits

Health Assessment and Promotion of Vulnerable Population

This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

NUR 443 ~ ..... 3 credits

Evidence-Based Nursing Research and Practice

This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and use of research in nursing practice, evaluation of research, and conducting research.

NUR 464PN ~ ..... 3 credits

Concepts of Family Nursing Theory

This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Orem's Self-Care Model and the nursing process, the student develops the skills to provide family-centered, outcome-oriented nursing care across the life span. Students are assisted in the integration of the multicultural diversity of families into the nursing plan of care. Five workshops provide the framework for the development of the professional roles of caregiver, teacher, and manager of care in the nursing, client, and health care systems.

NUR 464 ~ ..... 3 credits

Concepts of Family Nursing Theory

This course provides the foundation for developing and utilizing theory-based practice for managing the continuum of care required for families. Based on Orem’s Self-Care Model and the nursing process, the student develops the skills to provide family–centered, outcome-oriented nursing care across the life span. Students are assisted in the integration of the multicultural diversity of families into the nursing plan of care. Five workshops provide the framework for the development of the professional roles of caregiver, teacher, and manager of care in the nursing, client, and health care systems.

NUR 467PN ~ ..... 3 credits
Clinical Integration: Nursing Management of Family

This course focuses on the utilization of theory-based practice to manage the continuum of care required by families. Based on Orem's Self-Care Model and the nursing process, the student will complete 45 hours of clinical application that provide the framework for development of the professional roles of caregiver, teacher, and manager of care in the health care, family, and nursing systems. Clinical application provides experiences across the life span. These experiences occur in a variety of settings and address the health care needs of families. The clinical integration and application of theories and concepts introduced in the family theory course will be the focus of this course.

NUR 467 ~ ..... 3 credits
Clinical Integration: Nursing Management of Family

This course focuses on the utilization of theory-based practice to manage the continuum of care required by families. Based on Orem's Self-Care Model and the nursing process, the student will complete 45 hours of clinical application that provide the framework for development of the professional roles of caregiver, teacher, and manager of care in the health care, family, and nursing systems. Clinical application provides experiences across the life span. These experiences occur in a variety of settings and address the health care needs of families. The clinical integration and application of theories and concepts introduced in the family theory course will be the focus of this course.

NUR 471 ~ ..... 3 credits
Dimensions of Community Nursing Practice

This course provides the foundation for developing and using theory based practice in the health promotion of population aggregates and communities. Based on community and public health nursing standards and nursing conceptual frameworks, students learn skills to address populations at risk. Utilizing the epidemiological model, students identify levels of prevention and apply health promotion strategies to community health problems. Current social and economic issues are explored. Journaling and group activities facilitate the exploration of social responsibility as a professional value. Five weeks provide the framework for the development of skills of community-focused practice.

NUR 471PN ~ ..... 3 credits
Community Nursing Practice

This course provides the foundation for developing and using theory-based practice in the health promotion of population aggregates and communities. Based on community and public health nursing standards and nursing conceptual frameworks, students learn skills to address populations at risk. Utilizing the epidemiological model, students identify levels of prevention and apply health promotion strategies to community health problems. Current social and economic issues are explored. Journaling and group activities facilitate the exploration of social responsibility as a professional value. Five weeks provide the framework for the development of skills for community-focused practice.

NUR 473PN ~ ..... 3 credits
Community Nursing Integration

This course focuses on the utilization of theory-based practice to promote the care of population aggregates and communities. Students complete 45 hours of practicum, which provides experiences with aggregates in a variety of settings in order to develop the professional roles of caregiver, teacher, and manager of care. Through the clinical practicum, the student develops beginning skills in community education, coalition building, community assessment and the use of computerized databases. Violence as a health care problem and health care financing are examined as examples of current issues affecting communities. Social responsibility as a professional value is also covered. Clinical integration and application of theories introduced in the community course are the frameworks for this course.

NUR 473 ~ ..... 3 credits
Clinical Integration: Partnerships in Community Practice

This course focuses on the utilization of theory-based practice to promote the care of population aggregates and communities. Students complete 45 hours of practicum, which provides experiences with aggregates in a variety of settings in order to develop the professional roles of caregiver, teacher, and manger of care. Through the clinical practicum, the student develops beginning skills in community education, coalition building, community assessment, and the use of computerized databases. Violence as a health care problem and health care financing are examined as examples of current issues affecting communities. Social responsibility as a professional value is also covered. Clinical integration and application of theories introduced in the community course are the frameworks of this course. (45 clinical hours)

NUR 478 ~ ..... 3 credits
Contemporary Issues and Health Policy

This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues. Activities explore the impact of health policy changes on the individual nursing practice and the delivery of health care to consumers.

NUR 478PN ~ ..... 3 credits
Contemporary Issues & Health Policy

This course examines the interrelationships of legal decisions, health policy development, legislation, and regulation in the context of contemporary issues. Activities explore the impact of health policy changes on the individual nursing practice and the delivery of health care to consumers.

NUR 482 ..... 3 credits
Nursing Leadership & Management in Health Care

This course emphasizes leadership and management theory including systems theory in nursing and health care applications. Course content assists the professional nurse in adjusting to various nursing responsibilities such as delegation, change management, and client advocacy. Students are required to successfully complete 45 clinical hours to pass the course.

NUR 486 ~ ..... 3 credits
Nursing Leadership and Management in Health Care

This course uses leadership and management theory and application to develop skills for the understanding and implementation of change. Components of the course include leadership theory and models, change theory and models, project management and systems theory, organizational and change theory, financial management, organizational culture, and continuous process improvement.

NUR 492 ~ ..... 3 credits
Senior Practicum: Leadership and Management

This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the student has

acquired in their program. This course contains 25 hours of clinical experience.

NUR 499 ~ ..... 3 credits

Critical Synthesis Application

This course will synthesize the program content and objectives for the professional nurse. Preparing students for the NCLEX-RN exam will be emphasized.

OI 461 ~ ..... 3 credits

Innovation, Design, and Creativity for a Competitive Advantage

This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

OI 462 ~ ..... 3 credits

Business Management and the Principles of Design

This course provides students with a general understanding of the principles of design and their relationship to the business environment. Emphasis is placed on how the specific elements of design principles and design strategies are applied across the organization.

OI 463 ~ ..... 3 credits

The Innovative Organization

This course examines principles, models, guidelines, and strategies to support organizational innovation. Special emphasis is placed on leadership, innovative business models, metrics, learning systems, and the strategic and tactical considerations of an innovative organization.

OI 464 ~ ..... 3 credits

Disruptive Business Practices: Management and Technology

This course provides students with the requisite knowledge and skills to effectively manage disruptive innovation in today's global business environment. Emphasis is placed on examining how disruptive business practices and technology are managed to create a competitive advantage and improve organizational value in strategies, processes, products, and services.

OI 465 ~ ..... 3 credits

Management of Intellectual Capital

In this course, students are provided the knowledge and skills necessary to understand the growing cadre of intellectual capital present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual property, goodwill, knowledge management, brand recognition, organizational partnerships, and organizational culture.

OI 466 ~ ..... 3 credits

Organizational Innovation Integrated Project

This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.

OSC 300 ~ ..... 3 credits

Strategic Supply Chain Management

Strategic Supply Chain Management is an undergraduate business course that covers the operational activities within a supply chain that must be managed to reduce both costs and delivery times of products and services for customers. The course examines the "plan, buy, make, and sell: cycle of planning material requirements, procuring the raw materials, building the products (or offering services), and selling and delivering them to customers. In addition, it illustrates how customer satisfaction can be increased by improving performance in operations management, global material sourcing and procurement, and integrated logistics activities including warehousing and transportation. I further covers the significance of supply chains in the support of a company's e-business activities. Strategic emphasis is placed on how to increase customers' perceived value of a company's products and/or services to improve competitive advantage.

OSC 301 ~ ..... 3 credits

Operations Management

Operations Management (OM), the managing of productive resources in the manufacturing and services sectors, has not only been a key element in the improvement of business productivity in the United States and around the world, but also in providing values that customers require. Operations Management entails the design and control of systems responsible for the productive use of raw materials, human resources, equipment, and facilities in the development of commercial and consumer products and high customer contact services. This course utilizes a set of operations management skills and tools that students can use to enable their companies to develop a competitive advantage in commercial environments that encompass global markets and competition, electronic business (e-business), and supply chain management. Operations Management will benefit individuals directly involved in producing products or providing customer services for domestic or global markets. This course will include operations management, personnel, purchasing, logistics, engineering, human resources management, accounting, finance, and marketing.

PHM 215 ..... 3 credits

Pharmacology

This course examines the pharmacodynamics of major drug classes. Emphasis is placed on nursing assessment and the management of therapeutics, particularly the toxic effects of pharmacotherapeutic interventions.

PHL 215 ~ ..... 3 credits

Philosophy: Methods and Applications

This course offers an intensive introduction to philosophic problems and methodologies as developed by major figures in the history of philosophy. Applications of philosophic methods to problem–solving, decision making, ethical thought, and strategic thinking are considered. *Humanities*

PHL 251 ~ ..... 3 credits

Critical Thinking

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

PHL 266 ..... 3 credits
Foundations of the Free Market System

This course is an upper-division exploration of the philosophy of economics, focusing on the study of the philosophical and historical foundations of the free-market system. The theories of Plato, Adam Smith, J. S. Mill, Karl Marx, and the great 20th-century economists are examined. Students explore the influences of these philosophers and economists on the development of the free-market economy, the rise of the middle class, and the concept of individual freedom. Attention is given to the origins of business organizations, the expansion of international commerce, the increasing role of technology in productivity, and the ever increasing scale of global corporations. This course provides an example of how ideals are formed and how they change the world. *Humanities*

PHL 323 ~ ..... 3 credits
Ethics in Management

This course provides opportunities for analysis and synthesis of the role of ethics in the organization. Emphasis is placed on the way ethics affect thinking, relationship development, policy formation, and professional conduct in the workplace. Students develop the skills to understand and integrate constructive ethics into practices that support the success of the employee and the organization. *Humanities.*

PHL 443 ..... 3 credits
Mind and Machine

This is an introductory course in the philosophical considerations of human versus machine intelligence. This course examines the similarities and differences between human and artificial (computer or machine) intelligence from a philosophical point of view. Students learn to describe the practical and logical problems in comparing human and artificial intelligence. The significance of metaphor as a part of language and as a mode of thought is examined as it relates to the development of our concepts and perceptions of machines and what it means to be human. As a philosophy course, the material focuses on questions of the mind, on what it means to be human, on what it means to be intelligent, and on the social and ethical implications of future developments in artificial intelligence. *Humanities.*

PHL 458 ..... 3 credits
Creative Minds and Critical Thinking

In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

PHL 464 ..... 3 credits
History of Philosophical Thought

This course analyzes the history of human consciousness in the Western world. Students will investigate the human effort to understand the world and will appraise the changing ways men and women seek to find meaning in their lives through the "three grand epochs of seeking."

POL 215 ..... 3 credits
State and Local Political Processes

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

Social Sciences

POL 443 ~ ..... 3 credits
Wealth and Power in America

This course discusses the issue of wealth, power, and influence in the United States. Who has the wealth in America? Who has power? How is this power wielded to influence public policy? To help students develop perspectives on these issues, two main and contrasting models of American society are presented: the pluralist and elitist model. Each theory will be presented and students should be encouraged to come to their own conclusions through readings, research, and learning team activities. *Social Sciences*

POL 469 ~ ..... 3 credits
Contemporary Political Thought

This course provides a broad overview of international issues facing the United States and the world. These issues range from the challenge of feeding the world's growing population to global warming and from nuclear terrorism to the promotion of human rights. Issues are discussed from opposing viewpoints in order to stimulate thinking, discussion, and insight. The purpose of the course is to provide students with a broad overview of the challenges, obstacles, and opportunities of living in an increasingly interconnected and complex world.

POS 355 ~ ..... 3 credits
Introduction to Operating Systems

This course is an introduction to operating system concepts, which include process, memory, file, and network management. Both mainframe and desktop operating systems are used as illustrative examples.

POS 370 ~ ..... 3 credits
Programming Concepts

This course provides the conceptual foundation to develop computer software programs. Topics include program structure and syntax, documentation, input/output, constants and variable, calculations, logic structures, control structures, arrays, and design considerations.

POS 406 ~ ..... 3 credits
Computer Programming I

This course develops the skills and knowledge necessary to produce beginning computer programs. The Java® programming language is used.

POS 408 ~ ..... 3 credits
.NET I

This course introduces object-oriented programming in the context of business applications development within the.NET environment. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.NET.

POS 409 ~ ..... 3 credits
.NET II

This course continues the subject of Object-Oriented Programming with the.NET environment. It extends the study of Visual Basic programming. Topics include designing complex applications and the use of data files. ActiveX is also introduced. The course uses Visual Basic.NET.

POS 410 ~ ..... 3 credits
SQL For Business

This course covers Structured Query Language (SQL), which is a common language that allows the query and manipulation of data in relational databases. The course uses *SQL.*

POS 420 ~ ..... 3 credits
Introduction to UNIX

This course is a survey of the *UNIX*. Topics emphasize operations of the UNIX system that enable a user to make efficient use of files, file systems, and processes.

POS 421 ~ ..... 3 credits
Windows Server Networking

This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to Windows lab exercises.

PRG 210 ~ ..... 3 credits
Fundamentals of Programming with Algorithms and Logic

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

PRG 410 ~ ..... 3 credits
C++ Programming I

This course introduces the student to C++. Topics include C++ basic, selection and repetition structures, sequential files, arrays, and C++ libraries.

PRG 411 ~ ..... 3 credits
C++ Programming II

This course builds on the Introduction to C++ programming course by using the basic programming concepts and introducing the use of more complex capabilities of the programming language.

PRG 420 ~ ..... 3 credits
Java Programming I

This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.

PRG 421 ~ ..... 3 credits
Java Programming II

This course continues the subject in PRG 420, Java Programming I. Topics include designing complex applications and the use of date files.

PSY 103 ..... 3 credits
Introduction to Psychology

This course provides an overview of basic psychological principles that underlie human behavior and reactions to everyday life. Students are provided an opportunity to apply critical-thinking skills to psychological problems and issues. The basic tenets of psychology are presented from a historical perspective, with attention to research-based behavioral science. Social *Science*

PSY 250 ..... 3 credits
Psychology of Personality

This course is an introduction to the study of personality. The course examines theoretical explanations for understanding personality development and explores each theory. The course also investigates how personality is assessed. The focus is on approaches that psychology has developed for understanding personality and on applications for organizational processes. Social *Science*

PSY 280 ..... 3 credits
Human Growth and Development

This course is a study of the development of the individual from conception through adulthood. Theories and factual content underlying current thinking and research are examined, as well as the processes and influences affecting the developing person. The focus is on biological, social, emotional, and intellectual aspects across the lifespan, and individual application is emphasized. *Social Science*

PSY 300 ~ ..... 3 credits
General Psychology

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

PSY 301 ..... 1 credit
Emotional Intelligence

This course examines the concepts and practical applications of emotional intelligence. Emotional intelligence is the ability to manage one's own internal emotional environment and one's ability to participate in relationships with others. Through a highly interactive format, the course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and how to experiment with techniques that facilitate dealing with others of varying emotional backgrounds and competency levels. *Social Science*

PSY 310 ~ ..... 3 credits
History and Systems of Psychology

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

PSY 315 ~ ..... 3 credits
Statistical Reasoning in Psychology

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

PSY 320 ~ ..... 3 credits
Human Motivation

This course seeks to synthesize the many and varied theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation, and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace. *Social Science*

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

This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer

behavior. Throughout the course, emphasis is placed on the implications of consumer behavior for domestic and global marketing communications.

PSY 340 ~ ..... 3 credits

Biological Foundations of Psychology

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

PSY 355 ~ ..... 3 credits

Motivational Processes in Human Psychology

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

PSY 360 ~ ..... 3 credits

Cognitive Psychology

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

PSY 375 ~ ..... 3 credits

Lifespan Human Development

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

PSY 390 ~ ..... 3 credits

Learning and Cognition

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

PSY 400 ~ ..... 3 credits

Social Psychology

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

PSY 405 ~ ..... 3 credits

Theories of Personality

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

PSY 410 ~ ..... 3 credits

Abnormal Psychology

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

PSY 425 ..... 3 credits

Chemical Dependency in the Workplace

Utilizing an issues-based approach, this course examines drugs of abuse and the impact of abuse on the individual, family, and society with an emphasis on the employer and work environment. Legal and ethical implications of chemical dependency in the workplace are addressed and the hallmarks of creating drug-free workplace programs are examined. *Social Science*

PSY 428 ~ ..... 3 credits

Organizational Psychology

This course is concerned with analyzing the external and internal system dynamics that maximize performance excellence of individual and work groups in an organization. Organizational Psychology focuses on the human factor of business. This course applies Organizational Psychology theories and techniques to the features/dimensions of corporate structure that are transforming in order to accommodate the changes in the modern world. An understanding of external and internal customer relations in the transformed organizations is discussed.

PSY 430 ~ ..... 3 credits

Team Dynamic for Managers

This course provides an exploration into how managers and employees work in groups for the completion of organizational objectives. Emphasis is placed on the growing dependency on self-directed work teams in the workplace. This course equips students with the ability to manage work teams, work in teams successfully, and to obtain results via team dynamics. In addition, impacts upon customer satisfaction are explored.

PSY 435 ~ ..... 3 credits

Industrial/Organizational Psychology

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

PSY 450 ~ ..... 3 credits

Diversity and Cultural Factors in Psychology

A study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in

psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460 ~ ..... 3 credits

Environmental Psychology

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

PSY 475 ~ ..... 3 credits

Psychological Tests and Measurements

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

PSY 480 ~ ..... 3 credits

Elements of Clinical Psychology

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

PSY 490 ~ ..... 3 credits

Capstone Course in Psychology

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

QNT 273 ~ ..... 3 credits

Introduction to Business Statistics

This course introduces the techniques used for the visualization of numerical data and descriptive statistics in business. Topics will include an introduction to probabilities and sampling. *Business Elective*

QNT 321 ~ ..... 3 credits

Statistics in Business I

This course surveys descriptive statistics with emphasis on practical applications of statistical analysis. It examines the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and business research.

QNT 322 ~ ..... 3 credits

Statistics in Business II

The applications and functions of statistical methods in improving quality and productivity, and the principles of collecting, analyzing, and interpreting data are covered in this course.

QNT 424.3 ..... 3 credits

CIS Probability and Statistics

This course provides a background in probability and statistical methods useful to the computer information system professional. Topics covered include: organization of data, averages and variations, elementary probability theory, probability distributions, sample sizes, linear regression and correlation.

QNT 436.3 ~ ..... 3 credits

Statistics in Health Care

This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. Examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in nursing and health care research are also included.

RDG 350 ~ ..... 3 credits

Children's Literature

This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and to assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.

RDG 410 ~ ..... 3 credits

Elementary Reading/Language Arts Methods

This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

RDG 410E ..... 0 credits

E-portfolio Evaluation for RDG 410

This course is designed to monitor the evaluation of the required e-portfolio assignment for RDG 410. The submitted artifact will be evaluated against related program standards to measure the student's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

RDG 411 ..... 3 credits

Children's Literature

This course focuses on scientifically based research as the foundation for classroom reading instruction. It examines the work of the National Reading Panel, as well as the mandates of No Child Left Behind and state reading/language arts standards. In addition, it focuses on the five major areas of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. The elements and the application of techniques for organizing and implementing explicit, systematic instruction in each of these areas, and methods of regularly assessing children's performance in reading and in the language arts are also emphasized.

RDG 415 ..... 3 credits

Diagnosis and Remediation of Reading Difficulties

This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors

that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

RDG 418 ..... 3 credits

Phonological Theory and Reading Instruction

This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.

REL 133 ..... 3 credits

World Religious Traditions I

This course offers a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Hindu, Buddhist, Taoist, Confucian, and Shinto traditions. *Humanities*

REL 134 ..... 3 credits

World Religious Traditions II

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

REL 336 ..... 3 credits

Religion in Mexico

Through formal study and on-site experience, this course will help the student develop an understanding of the total religious phenomenon in what is now Mexico. This examine the effects in the political, social, cultural, and economic development of Mexico yesterday and today. (Summer Travel Program only).

RES 110 ~ ..... 3 credits

Introduction to Research and Information Utilization

This course introduces students to the research process, with emphasis on academic applicability. Students will gather and utilize primary and secondary data and information through the exploration of digital libraries, the Internet, and other sources of information. Students will analyze and evaluate sources in the course of preparing a research paper, with an additional focus on the responsible use of information, and correct documentation.

RES 320 ~ ..... 3 credits

Fundamentals of Research

This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.

RES 341 ~ ..... 3 credits

Research and Evaluation I

This course integrates applied business research and descriptive statistics. Examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques and interpretation of statistical findings in business and research will be the primary focus.

RES 342 ~ ..... 3 credits

Research and Evaluation II

This course integrates applied business research and descriptive statistics. Examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques and interpretation of statistical findings in business and research will be the primary focus.

SCI 100 ..... 3 credits

Paradigms of Health

This course provides an overview of the key components of a holistic, preventative model for health. Learners will explore choices for attaining personal wellness, with goals of living longer and better. *Physical/Biological Science*

SCI 151 ..... 3 credits

Astronomy

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

SCI 201 ..... 1 credit

Survey of Alternative Medicine

This course examines the traditions and recent developments within the field of alternative medicine, and includes a comparison of Western and Eastern diagnostic systems. Through a highly interactive and experiential format, participants overview a comprehensive range of physical, psychological, and energy therapies resulting insight, awareness, and appreciation for diverse approaches to medicine. *Physical/Biological Science*

SCI 220 ..... 3 credits

Human Nutrition

This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students' lives is emphasized. *Science/Technology, Physical/Biological Sciences*

SCI 256 ..... 3 credits

People, Science and the Environment

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

SCI 362 ..... 3 credits

Environmental Issues and Ethics

This course will consider historic and current ethical theories and positions toward environmental issues. Students will reflect on the interaction of values, ethics, perspectives, and responsibilities

toward the environment. Students will explore how human activities impact the natural environment in terms of the complex interrelationship among humans, animals, and the natural world. *Physical Sciences*.

SEC 310 ~ ..... 3 credits

Introduction to Organizational Security and Management

This course is an overview of the principles of security management and the consequences of failure to adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, e.g., technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security operation specializations and programs such as Corporate, Academic, Transportation, Government, and others.

SEC 320 ~ ..... 3 credits

Survey of Security Specializations

This course identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.

SEC 330 ~ ..... 3 credits

Industrial Safety

This course provides the student with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA and Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to and investigation of work related accidents.

SEC 340 ~ ..... 3 credits

Criminology and the Criminal Justice System

This course identifies various types of criminal activity and provides the student with an understanding of the causes of criminal behavior and the societal response to crime. It also identifies and discusses the various elements of the American criminal justice system.

SEC 350 ~ ..... 3 credits

Legal and Regulatory Issues in Security Management

This course examines legal, regulatory, ethical and policy issues that influence the work performance of security personnel and it also discusses the potential consequences of non-compliance for individuals and institutions.

SEC 360 ~ ..... 3 credits

Interpersonal Communications

This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation as well as techniques for interviewing and understanding verbal and non-verbal communication.

SEC 370 ~ ..... 3 credits

The Administration Process

This course provides the student with an understanding of the various elements of a program budget, the process of budget development, justification and presentation and principles of contract preparation.

SEC 390 ~ ..... 3 credits

Organizational Behavior and Management

This course encompasses the study of individual and group behavior in organizational settings. Management methods for organizational processes and change are presented along with leadership applications.

SEC 400 ~ ..... 3 credits

Threat and Vulnerability Management

This course prepares students to conduct comprehensive threat assessments with respect to physical facilities, personnel, equipment or operating systems and enables students to evaluate and manage vulnerabilities in terms of potential threats.

SEC 410 ~ ..... 3 credits

Physical Security

This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property and data housed in physical facilities.

SEC 420 ~ ..... 3 credits

Personal Security

This course provides the student with an understanding of the procedures, techniques and technology associated with the protection of executives, employees, customers and the general public from intentional harm, accidents and naturally occurring emergencies.

SEC 430 ~ ..... 3 credits

Principles of Investigation

Investigation of criminal activity, employment applicant backgrounds and internal organizational issues are an integral part of the security manager's responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.

SEC 440 ~ ..... 3 credits

Security of Information Systems and Technology

This course provides the student with an understanding of the security issues associated with computer systems. The course also identifies security measures that are intended to protect the software, hardware and data associated with computer systems.

SEC 450 ~ ..... 3 credits

Global Security Issues

This course evaluates world interests and the changing dimensions of security. It helps the student understand the dynamic nature of global factors that significantly influence security strategies.

SEC 460 ~ ..... 3 credits

Terrorism

This course helps the student understand of the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.

SEC 470 ..... 3 credits

Homeland Security and Interagency Response

This course examines the U.S. Patriot Act, the establishment and mission of the Department of Homeland Security and the role of local, state and private agencies in homeland security.

SEC 480 ~ ..... 3 credits

Capstone Course

This is the capstone course for Organizational Security and Manage-

ment undergraduate students. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner. Students will evaluate and demonstrate their professional growth.

SEI 300 ~ ..... 3 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.

SNC 400..... 3 credits
Introduction to Professional Studies

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

SNC 410 ~ ..... 3 credits
School Nursing Practice

This course examines the contemporary role of the professional nurse in the assessment, development, delivery, and evaluation of a comprehensive school health program. It serves as a theoretical framework for competency skills by addressing the health needs of school-age children. In addition, this course will examine the role of the school nurse in effective delivery of a school health program. The course focuses on program management, professional development, planned change, research, health education, interdisciplinary collaboration, and adaptation concepts.

SNC 420 ~ ..... 3 credits
Health and Disease Management

This course focuses on the development of a framework that enhances the school nurse's understanding of the physiological changes in the school age child. Heath promotion and disease prevention is discussed in relation to child, family and community health.

SNC 430 ~ ..... 3 credits
Health Assessment of the School-Age Child

This course provides the foundation for the development of a comprehensive health assessment and health appraisal data collection for a school-age child. Students will develop the skills necessary for interviewing, performing health histories, and conducting physical examinations on the school-age child with the school nurse guidelines. Students will formulate appropriate nursing diagnoses based on the data base obtained from the comprehensive health assessment.

SNC 440 ~ ..... 3 credits
Nursing Care of the Developmentally Disabled Child

This course focuses on congenital and acquired conditions of children that can culminate in development delays and educational dysfunction. Students will develop knowledge and skills in assessment, planning of nursing interventions, and evaluation of supportive community resources. Other topics to be studied include mental retardation, growth and endocrine disorders, sensory deficits, cancer, legal issues, and legislation governing the challenged student.

SNC 450 ~ ..... 3 credits
Health Education

This course will examine methods of teaching health in grades K through 12, family and community. It will also include an overview of curriculum development for special needs students.

SNC 460 ~ ..... 3 credits
Health Law and Ethics

The legal and ethical aspects of the school nurse's role(s) of caregiver, teacher, consultant, and manager of care are examined. The course provides an introduction to ethical responsibility and decision-making models related to clients served in a school health setting. The nurse's professional and legal responsibility and accountability in the health care system are also emphasized.

SOC 100 ..... 3 credits
Introduction to Sociology

This course is an introduction to the set of perspectives on human life that allows us to understand how our personal lives are affected by our place in society. It explores ways of looking at the world that allow us to understand how the events and meanings of our lives are part of group dynamics, of social institutions, of cultural meanings. It allows us to see personal events and meanings as affected by historical forces and to see how historical events may be shaped by personal choices. *Social Science.*

SOC 105 ..... 3 credits
Introduction to Popular American Culture

This is an introductory course on modern American culture. The course focuses on the interactions between social forces such as advertising, media, and lifestyle and cultural trends in modern American society. Students are asked to cast a critical eye on current trends and changes in our culture.

SOC 110 ~ ..... 3 credits
Teamwork, Collaboration, and Conflict Resolution

This course provides an applied approach to teambuilding, collaboration, and conflict resolution. Students will understand and apply these concepts within academic and professional settings. Students will develop structures, processes, and strategies to create and maintain effective teams. Gender, cultural, and individual considerations in team dynamics will also be explored.

SOC 315 ~ ..... 3 credits
Cultural Diversity

This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity. Workplace issues related to employee diversity in terms of gender, race or ethnicity, socioeconomic class, and cultural background are emphasized. *Social Science.*

SOC 336 ..... 3 credits
Modern Mexico

This course offers students the opportunity to become familiar with the various sociological aspects of modern Mexico through a combination of formal study and on-site experiences. Sociological topics will include the people, politics, economics, and religion. Issues in education and social problems and movements will also be covered. (Summer Travel Program only).

SPAN 110 ..... 3 credits
Conversational Spanish I

SPAN 110 is an introductory course in conversational Spanish. The objective of the course is to teach students basic vocabulary and grammar, with an emphasis in the meaningful use of the language and an introduction to Hispanic cultures. Upon completion of the course, students should be able to communicate effectively in Spanish, using basic words and phrases learned during the course.

SPE 300 ~ ..... 3 credits
Orientation to the Exceptional Learner

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

SPE 300E ..... 0 credits
E-portfolio Evaluation for SPE 300

This course is designed to monitor the evaluation of the required e-portfolio assignment for SPE 300. The submitted artifact will be evaluated against related program standards to measure the student's demonstration of program standards and progression in the program. The e-portfolio is a program completion requirement and is required of all students within the Bachelor of Science in Education - Elementary program.

TEC 401 ~ ..... 3 credits
Human Factors in Technology

This course provides an understanding of the effective integration of technology to improve organizational performance. Students will learn how to evaluate strategies for utilizing technology to support personal and organizational growth. Additionally, students will examine the increasing influence of e-commerce on the role of managers in the workforce. Impacts of the effective integration of technology upon customer relationships are also explored. *Science/Technology*

VCT 235 ~ ..... 3 credits
Image Editing and Implementation

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

VCT 300 ~ ..... 3 credits
Image Editing

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

VCT 310 ~ ..... 3 credits
Web Design

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

VCT 320 ~ ..... 3 credits
Electronic Publishing

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

VCT 410 ~ ..... 3 credits
Instructional Design

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

VCT 420 ~ ..... 3 credits
Multimedia Development

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

WEB 236 ~ ..... 3 credits
Web Design I

Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio 8 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

WEB 237 ~ ..... 3 credits
Web Design II

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

WEB 238 ~ ..... 3 credits
Web Development

This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.

velopment standards.

WEB 350 ~ ..... 3 credits
The Internet: Concepts and Application

This course is an introduction to business use of the Internet, including the history, facilites and services, browsers, search engines, architecture and intranets. Also included is an overview of development tools and security. The student will be able to use the World Wide Web to research business problems and understand the role of the

Internet to support business operations such as marketing, data transfer and customer service.

WEB 404 ~ ..... 3 credits

Web Design & Development I

This course introduces World Wide Web programming. Hypertext Markup Language (HTML) is covered in detail. An overview is also presented of XML, JavaScript, and Java.

WEB 406 ~ ..... 3 credits

Web Design & Development II

This course continues the subject of WEB 410, Web Programming I. Topics include designing multimedia Web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of Web programming tools.

WEB 407 ~ ..... 3 credits

Advanced Web Development

This course focuses on existing and emerging Web development technologies. Topics include specialized Web markup languages, server-side backend databases, server-side programming, web services, enterprise Web development and Web applications.

WEB 431 ~ ..... 3 credits

XML

This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.

WEB 434 ~ ..... 3 credits

Website Commercialization I

This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include web-based interfaces, online supply chain management, eCommerce tools and techniques, branding, basic marketing strategies and Search Engine Optimization.

WEB 435 ~ ..... 3 credits

Website Commercialization II

This course explores the concept of website commercialization from the perspective of an advanced web developer. Students will focus on client security and server security, social networks, virtual worlds, m-commerce, non-traditional marketing strategies and customer service.

This page left blank intentionally.

GRADUATE

Courses are listed alpha numerically based on the academic discipline prefix.

Each course description is followed by the number of credits the course carries, and the general education area it may satisfy.

Courses noted with the ~ symbol require prerequisites that vary by program. Please contact your Academic representative/Advisor for further information on scheduling.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

ACC 529 ~ ..... 3 credits

Accounting for Managerial Decision Making

This course integrates the principles of financial and managerial accounting to prepare the manager to use accounting to assess and manage the health of the organization. Topics include balance sheet, income statement, statement of cash flows, financial statement analysis, and internal analysis techniques

ACC 537 ..... 3 credits

Financial Accounting

In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders' equity, statement of cash flows, and error correction and accounting changes.

ACC 539 ~ ..... 3 credits

Accounting for Managerial Decision Making

This course introduces the principles of financial accounting to prepare the manager to assess and manage the health of the organization. Students will be exposed to a set of accounting tools and the management of financial information used in making effective business decisions.

ACC 541 ~ ..... 3 credits

Accounting Theory & Research

In this introductory course to the Master of Science in Accounting, students analyze the major approaches underlying accounting research and the principle tools for performing that research. Topics include a program and course overview; inventory and fixed assets; leases; derivative instruments, debt, and contingencies; segment reporting and pensions; and combinations, consolidations, and stockholder's equity.

ACC 542 ~ ..... 3 credits

Accounting Information Systems

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

ACC 543 ~ ..... 3 credits

Managerial Accounting & Legal Aspects of Business

In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.

ACC 544 ~ ..... 3 credits

Internal Control Systems

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

ACC 545 ~ ..... 3 credits

Financial Reporting

In this course, students explore stakeholders' needs for reliable and relevant information about the performance of the organization. Topics include reporting issues, reporting for working capital, reporting for assets, reporting for liabilities, equities, and consolidated financial statements.

ACC 546 ~ ..... 3 credits

Auditing

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

ACC 547 ~ ..... 3 credits

Taxation

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

ACC 548 ~ ..... 3 credits

Not-for-Profit & Government Accounting

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

ACC 556 ~ ..... 3 credits

Forensic Accounting

In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

ACC 557 ~ ..... 3 credits

Accounting Ethics

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

ACC 559 ~ ..... 3 credits

Advanced Accounting Information Systems

This course is designed to present an understanding of accounting

information systems and their role in the accounting environment. Particular attention is paid to accounting information systems with regard to organizational goals, relational databases, internal control processes, risks, and management reports.

ACC 561 ~.....3 credits

Accounting

This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

ACC 563 ~.....3 credits

Advanced Accounting Information Systems

This course is designed to present an understanding of accounting information systems and their roles in the accounting environment. Particular attention is paid to transaction cycles and internal control structures. Topics covered include software development life cycles, contemporary technologies and applications, control concepts and procedures, auditing of information systems, Internets, Intranets, electronic commerece, and the role of information systems in business enterprises.

ACC 569 ~.....3 credits

Advanced Cost Accounting

This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.

ACC 573 ~.....3 credits

Advanced Cost Accounting

This course covers cost-volume-profit analysis, costing systems, activity-based costing, flexible budgets, variances, inventory costing methods, cost behavior, and cost allocation.

ACC 579 ~.....3 credits

Advance Business Taxation

This course delves into the benfits of tax planning and introduces alternative tax strategies for handling various business decisions. The course will encompass the topics of tax planning and research, tax strategies for new businesses, business operating tax strategies, strategies for business growth and expansion, tax implications on business capital transactions, and property transctions.

ACC 583 ~.....3 credits

Advanced Corporate Income Tax

This course delves into the benefits of tax planning and introduces tax strategies for handling various business decisions. The course will encompass the topics of tax planning and research, tax strategies for new businesses, business operating tax strategies, tax strategies for business growth and expansion, tax implications on business capital transactions, and taxation of property transfers.

ACC 589 ~.....3 credits

Accounting Theory

This course focuses on the accounting conceptual framework, accounting concepts, standard setting, measurement and recognition issues, and characteristics of accounting information. Students in this course will develop research skills in accounting decision making using the FASB pronouncements.

ACC 595 ~.....3 credits

MBA/ACC Capstone Course

This course is an exercise in practical, professional management decision-making and analysis and is intended to re-emphasize to the student the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders with ethical and legal considerations. The course requires the student to synthesize and integrate the theory and practice learned from all of the courses in the MBA/ACC curriculum and apply them toward the development of recommended solutions for specific managerial situations found within organizations in the business environment.

ACC 599 ~ ..... 3 credits

Auditing

This course will cover the standards, concepts, and principles related to auditing theory and practice. This course will provide students with the skills necessary for effective decisions regarding auditing, financial reporting, and ethics issues that face organizations.

ACC HC561 ~..... 3 credits

Accounting in a Health Care Environment

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

ACC SB561 ~ ..... 3 credits

Small Business Accounting

This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information using software tools. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

ACC SB591 ~..... 3 credits

Small Business Risk and Tax Management

This course applies principles of controllership to managing small business risk and taxes. Students learn to evaluate financial risks and tax consequences of alternative elections. Other topics include business formation and registration, separation of owner from entity, internal controls, insurance, common tax issues affecting small business, and succession planning.

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 515 ~ ..... 3 credits

Instructional Design

This course focuses on systematic approaches to instructional design. Learners create an instructional plan that outlines each of the five components of a systematic instructional design model (i.e., ADDIE: analysis, design, development, implementation, and evalua-

tion). The course identifies trends and issues in instructional design for adult learners.

AET 520 ~ ..... 3 credits

Instructional Strategies in Adult Education and Training

This course builds upon the foundation provided by the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 525 ~ ..... 3 credits

Facilitating Instruction for Diverse Adult Learners

This course focuses on facilitation strategies for meeting the needs of diverse adult learners. It also examines differences in language, literacy skills, learning styles, Americans with Disabilities Act (ADA) provisions, and previous learning experiences and applies differentiated instruction techniques to address these differences. In addition, this course covers challenges and opportunities of diversity and multiculturalism in facilitating adult education and training.

AET 530 ~ ..... 2 credits

Technology for the Adult Learner

This course explores a variety of ways in which technology can support and facilitate instruction for adult learners including the use of Web resources and multimedia. It also addresses the facilitator's role in researching, selecting, integrating, and managing technology in an adult learning and training environment. It focuses on technologies, software applications, and the evaluation of technology. Additionally, the course incorporates the importance of copyright and educational fair use.

AET 535 ~ ..... 3 credits

Assessment and Evaluation in Adult Learning

This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

AET 540 ..... 2 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.

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. They identify and analyze organizational performance gaps, create learning interventions to diminish those gaps, examine coaching and mentoring skills, and evaluate training using Kirkpatrick's four levels. In addition, learner-centered facilitation techniques and classroom management will be reviewed.

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.

BSA 500 ~ ..... 3 credits

Business Systems I

This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.

BSA 502 ~ ..... 3 credits

Business Systems II

This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

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.

BUS 731 ..... 3 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 732 ~ ..... 3 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.

CAP GM591 ~ ..... 3 credits

Cases in Cross-Border Management

This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.

CIS 564.4 ~ ..... 3 credits

Information Management in Business

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. In addition, for each of these areas a management perspective is given for each of the areas.

CIS 570 ~ ..... 3 credits

Information Management in Business

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. In addition, a management perspective is given for each of the areas. In the course, the technological element of change will be addressed. Students will begin to develop a master's project, which will be presented in the final specialization course.

CJA 500..... 3 credits

Survey of Justice and Security

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

CJA 510 ~ ..... 3 credits

Organizational Administration and Behavior

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

CJA 520 ~ ..... 3 credits

Management of Institutional Risk

This course takes an in depth look at managing risk within the context of justice and security organizations. Topics focus on both the operational and legal aspects of risk management and include an examination of insurance against risk, legal liability, and risk related to policies, regulations, and case law.

CJA 530 ~ ..... 3 credits

Ethics in Justice and Security

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

CJA 540 ~ ..... 3 credits

Criminological Theory

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

CJA 550 ~ ..... 3 credits

Legal Issues in Justice and Security

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

CJA 560 ~ ..... 3 credits

Critical Incident Management

This course provides an overview of the critical incident management process, covering a variety of events that impact justice and security organizations. This course will discuss planning, prevention, response and post-incident management, as well as interagency coordination.

CJA 570 ~ ..... 3 credits

Cyber Crime and Information Systems Security

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

CJA 580 ~ ..... 3 credits

Public Policy Issues

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

CJA 585 ~ ..... 3 credits

Concepts of Physical and Personal Protection

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

CJA 590 ~ ..... 3 credits

Forensic Science and Psychological Profiling

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

CJA 595 ~ ..... 3 credits

Program Development and Evaluation

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

CMGT 555 ~ ..... 3 credits

System Analysis & Development

This course provides a solid background in analysis and design techniques for business system and application software development. Although System Development Life Cycle (SDLC) is fundamental to the course, other methodologies and tools are examined from a managerial perspective.

CMGT 578 ~ ..... 3 credits

CIS Strategic Planning

This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need for and responsibilities of an Information Technology Steering Committee, the relationship of information systems planning to the overall organizational mission, goals and assessment of the organization's current state, determination of information technology, project and management requirements, and the means of prioritizing and selecting information technology projects.

CMGT 579 ~ ..... 3 credits

CIS Risk Management

This course addresses the considerations to provide for the protection of information assets and the management of risk exposures to those assets. The need to identify and reduce the risks to information assets will be examined. Course topics include: the need for control and protection of organizational data, the need for reliability in information systems (fault tolerance considerations), the identification of potential impacts present in the risks to information assets, the development of contingency plans and the role fulfilled by the implementation of security measures.

CMHC 546 ~ ..... 3 credits

Psychopharmacology

This course examines the history, biochemistry, main and side effects of prescription psychotropic medication. The goal of the course is to

learn to work with clients who are taking psychotropic medication and monitor them for side effects and contradictions. Ethics and methods of working with medical personnel are included.

CMHC 551 ~ ..... 3 credits

Human Sexuality and Sex Therapy

The goal of this course is to learn about the many facets of human sexuality and the treatment of sexual dysfunctions in a safe and respectful environment. Topics include the physiology, psychology, and sociology of sexuality, including the effects of sexual attitudes and functioning on individuals and families. Clinical applications, including the treatment of sexual difficulty and dysfunction will also be explored. Students will develop familiarity with the language and terms of sexology and demonstrate an ability to apply this knowledge to clinical situations. Learning activities include discussion, reading, out of class visits to learning environments, reflecting on personal experience, and demonstrating understanding of course material.

CMHC 561 ..... 3 credits

Dependency and Addictions

This course addresses substance abuse-dependency concepts and counseling practices. Topics include an overview of dependency theories, major substances of abuse, assessment, diagnosis, treatment modalities, special topics, and working with diverse populations.

CMHC 571 ~ ..... 3 credits

Seminar in Mental Health Counseling

This course integrates mental health foundations and contextual dimensions to provide students with the knowledge and skills necessary to practice mental health counseling. Emphasis is placed on programming and administration of mental health counseling in the private and public sectors.

CMHC 581 ~ ..... 3 credits

Family, Couple, and Child Counseling

This course is an overview of models in the intervention and treatment of children, adolescents, and families. Fundamental assumptions of systems theory are addressed and contrasted with intrapsychic theories. Integrative approaches to assessment and diagnosis in family therapy are addressed. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, fire setting, school phobia, and other learning and behavior problems are explored.

CMHC 597 A/B/C ~ ..... 3 credits each, 9 total

Internship

Mental Health Counseling Internship is a 900-hour clinical experience divided into three parts (A,B, and C), fifteen weeks each. Students are placed at a mental health counseling organization where they provide direct services under the authority of an approved site supervisor. In addition, students meet weekly to review their clinical work and to receive instruction on professional issues.

CMP 521 ..... 3 credits

Using Computers in Education

This course examines how emerging technology can affect the classroom teacher, school administrator, school board members, students, and parents. It explores how technology influences curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technology skills and knowledge are also the focal point of this course. This course uses a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

CMP 540 ~ ..... 3 credits

Integrating Educational Technology in the Classroom

This course focuses upon the selection and use of various technologies and software applications appropriate for K-12 curriculum. Topics to be explored include the construction of units, classroom management issues, and student assessment criteria to assist teachers in the process of effectively integrating technology into subject matter curricula.

CMP 555 ..... 3 credits

Designing and Producing Educational Technology

This is a comprehensive course that considers the process used to design educational technology products. Careful analysis will be made of the various elements of design in educational technology including opportunities to evaluate actual developed products. Students will create media-based instructional materials and deliverables for targeted classroom learners.

CMP 560 ~ ..... 3 credits

Instructional Multimedia Authoring

This course gives students the opportunity to design and create Web pages. It provides students with first-hand experience in the methodologies of multimedia presentation development related to the educational setting. The course also provides students an opportunity to analyze and use a variety of techniques and methods to develop effective and relevant multimedia learning activities.

CNSL 502 ..... 0 credits

Graduate Portfolio I

Portfolio I is an admission readiness assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the counselor education process. It is a six-workshop, 24-hour, noncredit assessment that helps determine student appropriateness for the program and gives the potential student the opportunity to evaluate his or her aptitude for the counseling program. Portfolio I must be passed before a student may be admitted to any graduate counseling program in the College of Health and Human Services.

CNSL 504 ..... 3 credits

Lifespan and Family Development

This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture. Students evaluate clinical situations and assess potential therapeutic interventions in context.

CNSL 506 ..... 3 credits

Personality Theories and Counseling Models

This course enables students to differentiate among the primary theoretical models of personality theory and counseling practice, including psychodynamic, affective, cognitive behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems that accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a particular client population. Students have opportunities to establish a strong theoretical foundation as the basis of clinical practice and to evaluate and assess clinical situations for implementation of therapeutic interventions that are gender and culturally appropriate.

CNSL 516 ~ ..... 3 credits

Legal and Ethical Issues in Counseling

Legal and ethical responsibilities of the counseling professional are presented. Students learn to interpret and act upon situations appro-

priately and effectively. Content includes issues such as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision making models.

CNSL 526 ~ ..... 3 credits

Introduction to Clinical Assessment and Diagnosis

This course introduces students to models and tools for assessment and diagnosis for the purpose of developing competency in evaluation and treatment planning for professional counseling practice. Students learn about and practice intake assessment techniques, performing mental status examinations, using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR), and behavioral analysis. Emphasis is placed on writing clear, accurate, and useful assessments. Multicultural and ethical issues in assessment are also explored.

CNSL 539 ~ ..... 3 credits

Psychopathology: Advanced Clinical Assessment

Students build on the skills gained in CNSL/526, focusing on the more complex or problematic disorders with particular focus on personality disorders. Emphasis is on learning accepted treatment approaches as an outcome assessment. Skills are enhanced by using the DSM for report writing and treatment plan development. Development of critical thinking skills is emphasized, as are multicultural, legal, and ethical issues.

CNSL 547 ~ ..... 3 credits

Individual Counseling

This course provides students with intensive skill building in individual counseling. The relationship between theory, strategy and intervention, setting goals with clients, closure, and referral are included as essential to the counseling environment. Emphasis is also placed on treatment plans, ethics, and cultural diversity.

CNSL 556 ~ ..... 0 credits

Portfolio II

Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning in the Master of Counseling program at midpoint. Like an assessment center, Portfolio II provides an integrative experience requiring the student to bring together all of what he or she has learned in previous courses in the program and to demonstrate how that learning has been applied both personally and professionally.

CNSL 557 ~ ..... 3 credits

Social and Multicultural Foundations

This course is designed to be a foundation for understanding diversity among clients in a pluralistic society. Emphasis will be on integrating awareness, knowledge, and skills related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, social class, etc.

CNSL 561 ~ ..... 3 credits

Group Counseling

This course provides students with intensive knowledge, awareness, and skill-building in group counseling. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, leading and co-leading, and treatment plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components of effective group counseling practice.

CNSL 562 ~ ..... 3 credits

Career and Vocational Counseling

This course examines the historical development and evolving theories for career counseling practice. Career life planning as a lifelong process including career choice, personal competence development, lifestyle orientation, and leisure-related activities; including development of the student's own career and life plan. The Dictionary of Occupational Titles, Occupational Outlook Handbook, standardized assessment tools, computer technology in career counseling, career guidance programs in educational institutions, programs for adults in career transition, and counseling special populations are examined, as are techniques including intake interview, assessment questions, and case studies.

CNSL 563 ~ ..... 3 credits

Counseling Psychometrics

The focus of this course is on tests used in counseling and test reports. It emphasizes learning how to integrate testing as an additional tool in counseling. Tests most commonly encountered in the counseling field are identified and reviewed. Psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results are discussed.

CNSL 573 ~ ..... 3 credits

Critical Analysis in Research

This course is an overview of the fundamentals of research and program evaluation for counseling, family therapy, and school counseling. Topics include research methods, statistical analysis, and needs assessment. Students become critical evaluators of research, with emphasis placed on engaging the students in research literature.

CNSL 581 ~ ..... 3 credits

Management, Supervision, and Consultation in Counseling

This course is an overview of supervision and management as they relate to the practice of counseling. Models of supervision and counselor development, supervision and management processes, assessment and evaluation issues, and ethical and legal aspects of supervision are emphasized. Students explore their skills in management, supervision, and consultation, particularly as they relate to recent changes in the mental health care delivery system.

CNSL 588 ~ ..... 3 credits

Seminar in Community Counseling

This course explores the foundations of community counseling, the context within which community counseling takes place, and the knowledge and skills required of those who practice community counseling. Study of the history and development of the mental health movement includes definitions of the professional identity of community counselors, investigation of professional organizations and standards of practice, and exploration of community demography. Students contextualize their learning by gaining familiarity with practice settings, community needs, principles of community intervention, characteristics of human services programs, and the relationship of community counselors to other professionals. Knowledge and skills gained include assessment of needs, multidisciplinary and comprehensive treatment planning, effective use of community resources, and strategies for client advocacy.

CNSL 592 ~ ..... 3 credits

Counseling Practicum

This course focuses on the assessment and continuing development of student counseling skills. Students have a variety of opportunities to receive feedback and to evaluate their ability to integrate theory into practice. Students determine their styles and strengths as professional counseling practitioners, as well as identify areas needing fur-

ther development. Individualized practice sessions and feedback are designed into the course.

CNSL 597A/B ~ ..... 3 credits each, 6 total

Internship A and B

The Internship is a 600-hour clinical experience required of all MC students. Divided into 15-week, 300-hour sections, CNSL 597 A and B comprise Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies where they can counsel for 20 to 32 hours per week where they provide services to clients under the direction of an approved agency site supervisor. Students are also assisted in their preparation for the National Counselor Examination.

COM 505 ..... 3 credits

Communication Skills for Graduate Study

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, stress and time management, and Learning Team processes.

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.

COM 515 ~ ..... 3 credits

Managerial Communication

This course provides new graduate students with an introduction to the graduate-level program and strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication and resources, individual and group presentation techniques, electronic research resources, introduction to the purpose and uses of the electronic portfolio, critical thinking, stress and time management, and Learning Team processes.

COM 525 ..... 3 credits

Managerial Communication and Ethics

This course provides new graduate students with strategies for academic success within the University of Phoenix and its adult learning model. Topics include University of Phoenix graduate school tools and competencies, communication skills, societal values and ethical foundations, research and information utilization, personal values and ethical foundations, collaboration, critical thinking, and communication and presentation skills.

COM 526 ..... 3 credits

Managerial Communication

This course provides strategies for academic success within the University of Phoenix and addresses managerial communication and ethics. Topics include Professional Competence and Values, Critical Thinking and Problem Solving, Communication, Collaboration and Information Utilization.

COM 530 ..... 3 credits

Communications for Accountants

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

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.

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.

COM TM 541 ~ ..... 3 credits

Communications for Managers of Technology

This course prepares graduate students to apply communication principles to the roles they play as technology managers. Students learn how to effectively communicate technical issues to non-technical stakeholders in a business environment. Other topics include the role of perception in communication, techniques to enhance group communication, aligning communication to an audience, cross-border communications, and ethics in organizational communications.

CSS 561 ~ ..... 3 credits

Programming Concepts

This course covers the basic concepts of computer programming. Topics include program structure and syntax, documentation, input/output, constants and variables, calculations, logic structures, control structures, arrays, file access, and design considerations. The purpose of this course is to insure that managers have experience with computer programming in order to make more informed "build vs. buy" software decisions.

CUR 524 ~ ..... 3 credits

Instructional Design

This course is designed to introduce students to a systematic approach to instructional design as a necessary foundation for developing needs-based curriculum. Current models of instructional design are explored and specific focus is given to learning theories as they apply to the development of instruction. Students apply the systematic process of translating learning needs into teaching solutions through analysis, design, development, implementation, and evaluation of instructional products.

CUR 558 ~ ..... 3 credits

Foundations of Curriculum and Instruction

This course focuses on understanding what curriculum is and how it is developed in schools. Curriculum planning is examined, as is the philosophy in this process. Procedures involved in curriculum development, planning, and implementation are addressed; practi-

cal application is emphasized.

CUR 562 ..... 3 credits

Standards-Based Curriculum and Instruction

This course focuses on the development of strategies for linking standards-based education to classroom curriculum. This course will explore the historical foundations of the standards movement as well as current research on standards as a basis for understanding standards-based instruction. Students will learn to create effective standards-based performance assessment tasks for their classrooms.

CUR 578 ~ ..... 3 credits

Evaluation and Assessment of Curriculum

This course is designed to provide students with the evaluation techniques necessary to analyze curriculum, educational resources, and instructional strategies. Students will apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction.

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.

CUR 721 ~ ..... 3 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 722 ~ ..... 3 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 723 ~ ..... 3 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.

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.

CUR 732 ~ ..... 3 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.

DBM 500 ~ ..... 3 credits

Database Concepts

This course will provide the fundamental knowledge students need to: recognize the information needs of a business and translate those needs to efficient and flexible file and database solutions; use file and database solutions to model and effectively support business processes; evaluate the construct, utility and possible business applications of: data warehousing, data marts, and data mining; analyze and obtain effective business solutions for data management; and identify business needs, which may be solved with client/server solutions.

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 712 ~ ..... 3 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 713 ~ ..... 3 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 714 ~ ..... 3 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.

DHA 721 ~ ..... 3 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 722 ~ ..... 3 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 723 ~ ..... 3 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 724 ~ ..... 3 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.

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.

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.

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.

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 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 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.

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 leaner 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 of progressing from an approved doctoral proposal to final submission of the dissertation due at the end of the program. The requirements for chapters 4 and 5 of the dissertation are explored for content and format. This course will incorporate learners from various doctoral program/disciplines.

DOC 733 ~ ..... 3 credits

Doctoral Dissertation

Learners enroll for this mentor-guided course while finalizing their dissertation with their committee. The learner/mentor relationship is the catalyst for completing the study's 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 735 ~ ..... 3 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 736a, b, c ~ ..... 3 credits

Dissertation I

The purpose of this class is for a learner to work with his or her committee to finalize the first three chapters of the dissertation and submit the research proposal for ARB/IRB approval. ARB/IRB approval must be received to progress to DOC/737. (B and C are if necessary)

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, b, c ~ ..... 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.

EBUS 500.1 ~ ..... 3 credits

e-Business Principles and Practices

This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management; how to leverage technology to enhance business processes; the unique characteristics of e-marketing; and how the legal, ethical, and regulatory environments act as a filter for conducting e-business.

EBUS 510 ~ ..... 3 credits

e-Business Operations

This course integrates business processes and technology for new and existing organizations conducting e-Business. Key business processes included are Enterprise Resource Planning, Customer Relationship Management, Selling Chain Management, Supply Chain Management, E-Procurement, and Knowledge Management. These are linked to the appropriate application architecture for different business models.

EBUS 520 ~ ..... 3 credits

e-Marketing Theory and Application

This course examines the theory and application of electronic marketing. In addition to looking at the new marketing mix, which applies the Internet to the traditional marketing functions of product, price, distribution, and promotion, students will gain experience in Web site strategy and e-Business market planning.

EBUS 530 ~ ..... 3 credits

e-Law and Risk Management

This course examines the process of risk management in the multifaceted e-business context. Operational, financial, legal, strategic, and technical aspects of risk management are analyzed. Students will be exposed to emerging and global issues in e-commerce risk management. Each student will prepare a risk management assessment of an existing e-business.

EBUS 540 ~ ..... 3 credits

e-Strategy Formulation and Implementation

This course develops the concept of strategy as applied to the dynamic e-business environment. Students will learn to formulate, implement, and evaluate global e-business solutions. This course integrates strategy and policy formulation, e-business architecture, marketing strategy, and legal and ethical considerations.

EBUS 550 ~ ..... 3 credits

Creating the e-Business

This is an integrative course and the capstone for the MBA/e-Business. The outcome is for students to design an e-business while drawing upon skills learned from the previous e-business specialty courses. Students will complete a design for all elements of an e-business, whether creating an original business as an e-business or converting an existing business. An integral part of the design will be a convincing argument for why the business will be financially successful.

ECH 505 ..... 3 credits

Introduction to Early Childhood Education

This course provides a background of early childhood education including the development of care and educational arrangements for young children. Public policy development, program models, and theories of early childhood education are introduced. Emphasis is placed on professional standards and current issues in the field. Organizational factors to consider when administering early childhood programs are explored.

ECH 506 ~ ..... 3 credits

Introduction to early Childhood Education

This course provides an overview of early childhood education and related topics including: history, public policy development, program types and models, theories of early childhood education, and play theories. Factors to consider when establishing and maintaining early childhood programs are explored. Emphasis is placed on current topics in the field.

ECH 512 ..... 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. It discusses both typical and atypical development of 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 all young children.

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. It discusses both typical and atypical development of 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 all young children.

ECH 514 ~ ..... 2 credits

Survey of Special Populations

This course provides an overview of special populations in early childhood education. The course focuses on developmentally effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age eight. Legal structures, public policy, and information related to current practices serving special populations in early childhood are also examined.

ECH 516 ~ ..... 2 credits

Student Teaching: Seminar I

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their e-portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

ECH 521 ~ ..... 3 credits

Maintaining an Effective Learning Climate

This course examines developmentally effective strategies used in managing a positive learning environment within the framework of today's diverse early childhood population. Topics include models of discipline, establishing expectations and procedures, motivating children, family communication, managing disruptive children, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting.

ECH 526 ~ ..... 2 credits

Methods of Teaching in Early Childhood: Physical Education

This course provides a foundation in program content and methodology for the teaching of physical education and health. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology are explored. A foundation in effective teaching methodologies in the content area is provided.

ECH 527 ~ ..... 2 credits

Methods of Teaching in Early Childhood: The Arts

This course focuses on understanding and using developmentally appropriate 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 content area is provided.

ECH 529 ~ ..... 4 credits

Methods of Teaching in Early Childhood: Mathematics and Science

This course focuses on understanding and using developmentally appropriate practices to teach and to integrate mathematics and science concepts and skills in early childhood education. Curricular content, modifications, hands-on learning experiences, and integration of content area standards are explored. A foundation in effective teaching and assessment of the content area is provided.

ECH 531 ..... 3 credits

Methods of Teaching in Early Childhood I

This course provides a solid foundation in program content and methodology for the teaching of language and literacy, the arts, and physical activity and physical education to young children, including children with special needs. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided.

ECH 532 ~ ..... 4 credits

Methods of Teaching in Early Childhood: Language and Literacy

This course focuses on the foundations of language and literacy development in early childhood. Students will acquire knowledge to successfully integrate listening, speaking, reading, and writing development in the early childhood classroom. Verbal and nonverbal communication will be studied, as well as theories of second language acquisition and the special needs of English Language Learners. Curricular content, instructional modifications, development of hands-on learning experiences, and integration of content area standards are explored. A foundation in effective literacy teaching and assessment methodologies is provided.

ECH 533 ..... 3 credits

Methods of Teaching in Early Childhood II

This course provides a solid foundation in program content and methodology for the teaching of social studies, science, and mathematics to young children, including children with special needs. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, the impact of new technology, and cultural and sociopolitical contexts are explored. A foundation in effective teaching methodologies in the content areas is provided, including classroom management.

ECH 534 ~ ..... 2 credits

Methods of Teaching in Early Childhho: 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 are explored. Effective instructional methodologies for teaching social studies are addressed as well.

ECH 546 ~ ..... 3 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 seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 547 ..... 3 credits

Early Childhood Assessment

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 also are explored.

ECH 548 ~ ..... 3 credits

Early Childhood Assessment

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 also are explored.

ECH 537 ..... 3 credits

Foundations of Early Childhood Curriculum

This course provides a framework for organizing teaching and curriculum in early childhood education. It examines the purpose, function, and impact of curricular models in early childhood education. In addition, the course examines the educational objectives, content and structure, and assessment procedure for creating learning environments. The course also analyzes the role of the teacher in relation to curriculum development and implementation for early childhood education. The course ends with the development of a segment of a curriculum model.

ECH 542 ..... 3 credits

Early Childhood Play Theories

This course is designed to increase the understanding of children's play and how it may be used effectively in early childhood academic programs. Theories of children's play and how to use play as a foundation for learning are explored. Play is considered in relation to the motor, cognitive, language, and social and emotional development of young children.

ECH 522 ..... 3 credits

Family and Community Involvement

This course provides an awareness of the general interdependence of culture, family, and child. Specific goals and functions of various societies, as well as the impact of social stress on families, are examined. The course also focuses on urban problems such as class differences, parental expectations, and academic learning. The development of knowledge and appropriate strategies for planning family and community members' participation in socio-cultural and learning activities are stressed.

ECH 556 ~ ..... 3 credits

Early Childhood Student Teaching, Part B

This course will focus on the design and implementation of the Teacher Work Sample. It 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.

ECO 561 ~ ..... 3 credits

Economics

This course applies economic concepts to make management decisions. Students employ the concepts of scare resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.

EDD 569 ..... 2 credits

Introduction to Action Research

This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements.

EDD 570 ~ ..... 2 credits

Introduction to Educational Research

This course focuses on the foundations of educational research. The purpose of research as it impacts decision making and educational practices will be explored. Students will be introduced to the various elements of an action research project, including problem and purpose statements, writing style, literature review, research design, data collection, and data analyses. The steps involved in the process of conducting research will be discussed.

EDD 573 ~ ..... 2 credits

Applications of Research

This course reviews various applications of the action research project. Students explore factors related to conference presentations and public speaking, submitting for publication, and communicating findings to various agencies and organizations. The process of using research projects as the basis for grant writing is also examined.

EDD 574 ~ ..... 1 credit

Action Research Outline

Students may begin work on the outline component of the action

research project upon successful completion of EDD 570 and the approval of their problem statements and matrices by their faculty member. Students complete a sentence outline of Chapters 1-4 for the action research proposal, including an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and possible methods for analyzing "anticipated" results. The outline is used as a basis for writing the formal proposal.

EDD 575 ~.....1 credit

Action Research Proposal

Students may begin work on the proposal component of the action research project upon successful completion of the outline research course. Using their outlines as a framework, students create an implementation proposal for their research project. The proposal contains the same chapters, headings, and sub-headings as the outline but is rewritten in formal text. A timeline for specific actions will be addressed.

EDD 576 ~.....1 credit

Action Research Presentation

The final phase of the research project is the formal report using data you created and proof of outside presentation. Students will analyze their "anticipated" results and rewrite the proposals into report form, including Chapter 5. The final chapter for the action research report includes an analysis of findings and recommendations for change.

EDD 577 ~.....3 credit

Action Research

In this course, students learn the basic steps required to write an action research project proposal. Students complete a basic sentence outline and Chapters I through IV of an action research project proposal. The proposal includes an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and methods for analyzing results.

EDD 580 ~.....2 credit

Applications of Action Research

This course emphasizes the writing and the dissemination of a finalized action research project. Learners revise the proposal as needed and complete Chapter V of the action research project. They explore various dissemination techniques that have the potential to reach a variety of stakeholders. Particular emphasis is placed on using research as a basis for grant writing and journal publication.

ECN 522 ~.....3 credits

Foundations of School Counseling, Part I

This course introduces prospective school counselors to the history, services, roles, and expectations of counselors in elementary and secondary schools in America. Important trends that will continue to influence school counseling programs will be examined. Professional school counseling programs will be examined. Professional school counseling organizations will also be explored.

ECN 523 ~.....3 credits

Foundations of School Counseling, Part II

This course will examine key components of comprehensive school counseling programs. Essential counseling skills and professional development for a successful program will be identified. Mental health aspects of school counseling will also be addressed.

ECN 530 ~.....3 credits

Student Assessment and Evaluation in School Counseling

This course is designed to provide the guidance counselor with a foundation of knowledge in psychometric principles necessary to gain an understanding of instruments and other methods of assessment to make educational counseling decisions. Historical, ethical, and legal issues of assessment are examined and common testing instruments are reviewed. Administration, scoring, and interpretation of standardized test are described and psychometric principles necessary for development, interpretation, and selection of standardized instruments are presented. The purposes of assessment are considered for placement, planning, and accountability in the educational counseling setting.

ECN 545 ~ ..... 3 credits

Student Career Counseling

This course is a study of career counseling from theory to practical application. The focus is on clearly delineated career guidance objectives and strategies for implementing career guidance programs in school, including the development of individual career life plans for students and adults in transition. The course fosters appropriate use of career counseling tools such as computer–based guidance systems, labor market information, and assessment. It provides a historical perspective of current Tech Prep and School-to-Work K-12 programs. Issues related to career counseling for individuals from special populations are also addressed.

ECN 550 ~ ..... 3 credits

Critical Issues in Educational Counseling

This course is designed to allow students to explore current issues that face school counselors and school counseling programs today. A variety of issues will be studied along with the role of the school counselor in responding to critical, and possibly, crisis situations.

ECN 552 ~ ..... 3 credits

Administration of School Counseling Programs

This course examines the design, implementation, monitoring, and evaluation of comprehensive guidance programs. Specific communications and consultation strategies will also be discussed. A school counselor's role in crisis management will be addressed.

ECO 533 ~..... 3 credits

Economics for Managerial Decision Making

This course develops principles and tools in economics for managers to use in making decisions. Topics draw from both microeconomics and macroeconomics and include pricing for profit maximization, understanding and moving among market structures, management of business in expansions and recessions, and monetary policy. The focus is on the application of economics in operating and planning problems using information generally available to the manager.

ECO GM561 ~..... 3 credits

International Economics

This course applies economic concepts to make international management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis in the international environment. Other topics include supply and demand, comparative advantage, profit maximazation, market structure, macroeconomic measurement, money, trade, exchange rates, and balance of payments.

ECO HC561..... 3 credits

Economics in Health Care

This course applies economic concepts to make health care management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include demand management, concepts of efficiency, production and distribution of health care services, regulation and reimbursement, incentives in health care, macroeconomic policy (including money), and international health markets.

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 532 ~.....3 credits

Human Relations and Organizational Behavior in Education

This course examines human relations and organizational behavior concepts, strategies, and theories from the public, business, and educational sectors and applies them to the educational realm. The key processes of conflict resolution and organizational change are explored, along with how they influence educational organizations in the areas of leadership, communication, decision making, problem solving, diversity issues and educational change.

EDA 538 ~.....3 credits

Education Finance and Budgeting

This course examines the concepts and theories that form the foundation of public school finance in America such as taxation, revenue sources, legislative issues, risk management, and other associated school finance considerations. The practical application of these concepts and theories will be experienced in the development of district/school budget planning and development.

EDA 545 ~.....3 credits

School Law for Educators

This course allows students to examine legal theory and practice in context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

EDA 550 ~.....3 credits

Human Resources Management in Education

This course is designed to provide a practical overview of human resources management from a district and school perspective. The role of the human resources department and its influence on individual schools is discussed. Current practices of recruitment, selection, retention, collective bargaining, staff development, and evaluation of personnel and their legal implications are emphasized.

EDA 554 ~.....3 credits

Instructional Program Management and Evaluation

The course is designed to examine instructional supervision, organizational techniques, and other skills needed to manage and evaluate the instructional program. The course focuses on methods of staff supervision, curriculum development, data-driven instructional improvement, assessment, evaluation of instructional standards, and staff development. Students are expected to demonstrate that they can engage staff and community as they develop student standards and assessments, help staff evaluate learning, coach effective instruction, and promote a school climate for learning.

EDA 564 ~.....3 credits

The Role and Functions of the Principal

This course examines the roles and functions of the principalship and explores educational leadership. Research, theory, and systemic change are studied and integrated to develop principals who are collaborative instructional leaders for schools of the 21st century.

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.

EDA 590A/B/C ~ .....1 credit

Administrative Internship

The internship experience provides comprehensive field-based training designed to develop competencies needed by school principals. Application of all principles and techniques of planning, managing, leadership, problem-solving, organizing, community relations, program and personnel evaluation, and budgeting will be addressed.

EDD 511 ~..... 3 credits

Adult Learning: Theories, Principles and Applications

This course focuses on adult development and learning theories. Students will identify the stages of adult development and examine the concept of andragogy versus pedagogy. Major theories of adult learning and how they relate to instructional practices will be explored. Intelligence, skills, and motivation are discussed in the context of teaching adult learners. Emphasis will be placed on teaching and learning models and strategies and effective practices in distance education.

EDD 520 ~ ..... 3 credits

Critical Issues in Education

This course is designed to allow students to explore current educational issues and innovations in the context of their social and philosophical foundations. By analyzing these controversial topics and their impact on education in today's society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. Changing social conditions, cultural influences, and moral education are discussed in relation to schooling.

EDD 567.....3 credits

Introduction to Action Research: Data Driven Decision Making

This course focuses on the foundations of action research. The course will explore research as it impacts decision-making and educational practices. Students will be introduced to the various elements of an action research project, including problem statement and purpose, research design and writing skills, literature review, and action research requirements. Inferential and descriptive measures are examined, and methods for collecting, evaluating and analyzing data are discussed. Students will identify ethical issues related to research,

including basic theory and practice, professional code of ethics, confidentiality, and research using human subjects..

EDD 569 ..... 3 credits

Introduction to Action Research

This course focuses on the foundations of educational research. The purpose of research as it impacts decision making and educational practices will be explored. Students will be introduced to the various elements of an action research project, including problem and purpose statements, writing style, literature review, research design, data collection, and data analyses. The steps involved in the process of conducting research will be discussed.

EDD 577 ~ ..... 3 credits

Action Research

In this course, students will learn the basic steps required to write an action research proposal. Students will complete a basic sentence outline and Chapters I through IV of an action research proposal, including an introduction, documentation of the problem, a review of the literature, a recommended solution strategy, and possible methods for analyzing results.

EDD 580 ~ ..... 3 credits

Applications of Action Research

This course reviews various applications of the action research project. Students explore factors related to conference presentations and public speaking and communicating findings to various agencies and organizations. The process of using research projects as the basis for grant writing is also examined. In this course, students will complete the final chapter of their action research projects.

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.

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.

EDD 731 ~ ..... 3 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 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.

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.

EDL 500 ~ ..... 3 credits

Personal Leadership

This course focuses on developing a personal philosophy of leadership. Candidates engage in self-assessment activities that reveal how personal values and beliefs directly affect leadership style. To help build a foundation for a personal growth plan, National Board Professional Teaching Standards are addressed as well. In addition, candidates explore adult learning theory, leadership theorists and popular beliefs behind organizations and school systems; examine their own organization; and identify critical colleagues who may affect their journey toward instructional leadership.

EDL 505 ..... 3 credits

Cultural Competency

Culturally responsive teachers facilitate and support learning for all of their students regardless of their diversities. For the Teacher Leadership candidate, this course provides a deep understanding of teaching and learning by examining the diverse make-up of today's communities, schools, and classrooms. Through personal reflection, and identification of theoretically sound and culturally responsive pedagogy, the course prepares candidates 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.

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." Coursework is closely aligned with the National Board Professional Teaching Standards.

EDL 525 ..... 3 credits

Accountability and Evaluation

This course explores the context, issues, strategies, and tools related to monitoring and evaluating elements of the school culture, including instruction and school performance. Teacher Leadership candidates analyze student and school data to determine areas of strength, as well as those requiring improvement. They utilize this analysis of data to develop a school improvement plan for the purpose of increasing students' achievement.

EDL 531 ..... 3 credits

Mentoring and Coaching

This course explores how masterful mentoring and coaching improve teaching and learning. The course examines mentoring and coaching competences, 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 the skills to integrate and to apply these competencies in school leadership situations.

EDL 535 ..... 3 credits

Legal and Ethical Issues in Education

This course examines current legal and ethical issues in the educational setting. Legal and ethical issues in conducting action research are identified, and current laws, policies and politics, moral issues, academic integrity, confidentiality, and the grant writing process are examined. Issues are analyzed and discussed to determine how teacher leaders will be able to provide support to teachers and to students with the purpose of improving current educational practices.

EDT 711 ~ ..... 3 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.

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.

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.

EDT 732 ~ ..... 3 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.

EDTC 510 ~..... 2 credits

Foundations of Distance Education and Training

This course focuses on the principles of distance education as a medium for course, degree, or training-based instruction. The history, technologies, and best practices associated with distance learning will be presented and analyzed. Current and future critical issues that impact the teaching/learning environment in distance delivery modalities also will be examined.

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 706 ~ ..... 3 credits

Comparative Models of Higher Education

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

EDU 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.

EDU 711 ~..... 3 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.

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 724 ~ ..... 3 credits

Student Development Theory

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

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.

ELL 500 ..... 3 credits

Instructional Methods for 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.

ELM 516 ~ ..... 2 credits

Elementary Student Teaching Seminar I: The Professional Educator

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher are assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

ELM 519 ..... 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 management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 520 ..... 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. 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.

ELM 523CA ~ ..... 4 credits

Elementary 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.

ELM 524CA ~ ..... 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. 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.

ELM 525 ..... 3 credits

Elementary Student Teaching

This course emphasizes the practical application of educational theories and methods and on the design and implementation of the Teacher Work Sample. The course focuses on the following topics: the student teaching experience, the school culture, the learning environment, the Teacher Work Sample, and practical guidance in securing a teaching position. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ELM 591 ~ ..... 3 credits

Elementary Student Teaching Seminar II

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 classroom experiences.

ELM 593 ~ ..... 3 credits

Elementary Student Teaching Seminar III

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.

ESL 505 ..... 3 credits

Linguistics

This course introduces students to the nature of language, how the brain processes language, and the role of language in society. It also addresses grammatical aspects of language such as morphology, syntax, semantics, phonetics, pragmatics, and writing development. Stages of language acquisition and bilingual development will be discussed.

ESL 502 ..... 3 credits

Foundations of Instruction for Limited-English Proficient Students

This course introduces students to the principles of teaching English Language Learners (ELLs). It addresses effective collaboration among ELLs, their families, paraprofessionals, and the community to improve learning. Effective instructional techniques, methodologies, resources, and cultural awareness are also explored.

ESL 503 ..... 3 credits

Instructional Techniques and Methods of ESL

This course focuses on the methodologies used for instructing English Language Learners (ELLs). The course also reviews theories, teaching strategies, and instructional tools that support effective methods for teaching ELLs. A variety of program designs and the socio-cultural politics of language instruction will be discussed.

ESL 504 ..... 3 credits

Assessment of Limited-English Proficient Students

This course will introduce assessment strategies in the area of literacy/biliteracy development. Assessments, both standardized and

authentic, will also be discussed with regard to appropriate use with English Language Learners (ELLs). It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.

EXAM 799 ..... 1 credit

Comprehensive Examination

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

FIN 540 ~ ..... 3 credits

Managerial Accounting and Finance Foundations

This course provides students with the knowledge of accounting principles and financial tools necessary for effective managerial decision making. Problem- solving topics include recognizing and minimizing the costs and risks posed by operations, developing effective operational planning and capital budgeting processes and managing more effectively a firm's investments.

FIN 554 ~ ..... 3 credits

Finance for Managerial Decision Making

This course introduces the financial strategies necessary to evaluate and manage the financial wealth of an organization. Emphasis is placed on understanding, analyzing, and integrating financial information as an aid to making financial decisions.

FIN 571 ~ ..... 3 credits

Corporate Finance

This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

FIN 711 ..... 3 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.

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.

FIN GM571 ~ ..... 3 credits

International Corporate Finance

This course applies corporate finance concepts to make international management decisions. Students learn methods to evaluate financial alternatives and create financial plans presented in diverse formats. Other topics include cash flows, business valuation, working capital, capital budgets, long-term financing, hedging mechanisms, cultural approaches to time value of money, and constraints on financial flows.

FIN HC571 ~ ..... 3 credits

Health Care Finance

This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital management, capital budgets, long-term financing, and valuation of the business.

FIN SB571 ~ ..... 3 credits

Small Business Finance

This course applies finance concepts to make management decisions for a small or start-up business. Students learn methods to evaluate financial alternatives and manage working capital. Other topics include cash flows, business valuation, due diligence, capital budgets, short- and long-term financing.

GMGT 570 ~ ..... 3 credits

Principles of Transnational Management

This course focuses on identifying opportunities and trends in cross border management. It draws upon and integrates complex business problem-solving scenarios. Students will begin to develop a master's project, which will be presented in the final specialization course.

GMGT 580 ~ ..... 3 credits

Industry, Market, and Country Analysis

This course develops skills associated with industry, market, and country analysis. Students will analyze information necessary to complete their project. Students will continue to work on their master's project, which will be presented in the final specialization course.

GMGT 591 ~ ..... 3 credits

Seminar in Global Management

This seminar provides a forum for the study of global management. The seminar draws upon and integrates solutions scenarios. Students will solve a business problem, drawing upon skills and competencies mastered during the program. The principle outcome of the seminar will be the completion of a master's project introduced in the first of the three specialization courses.

HCI 500 ~ ..... 3 credits

Concepts of Health Care Informatics

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

HCI 510 ~ ..... 3 credits

Systems Life Cycle

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

HCI 520 ~ ..... 3 credits

Data Management and Design

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

HCS 504 ..... 1 credit

Introduction to Graduate Study in Health Sciences/Nursing

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

HCS 507 ~ ..... 3 credits

Advanced Pharmacotherapeutics

This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. This course will integrate advanced knowledge regarding the clinical application of pharmacology and pharmacokinetics, techniques and methods of drug prescribing, approaches to data collection, and problem solving with discussions about drug therapy for common acute and chronic diseases. Emphasis will be on the practical application of important concepts used in clinical practice for clients across the lifespan.

HCS 510 ~ ..... 4 credits

Advanced Pathophysiology

This course provides students with advanced anatomy, physiology, and pathophysiology of systems in relation to an individual's health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members.

HCS 514 ~ ..... 3 credits

Managing in Today's Health Care Organizations

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

HCS 521 ~ ..... 3 credits

Health Care Infrastructure

This course will be a discussion of the fundamentals of decision making and legislative issues and their impact on health care systems in our society. Through the filter of politics, policy, regulatory environments and economics, students will critically analyze topics as applied to health care providers and organizations. It will include an examination of the following current areas: 1) evolution to current delivery systems 2) economic theory, principles, and analytical tools 3) legislative and regulatory influences on the health care system 4) the policy process 5) shaping public policy in health care 6) alternative health care and changing social culture and 7) health care reform and future trends.

HCS 525 ~ ..... 3 credits

Leadership

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

HCS 530 ~ ..... 3 credits

Health Care Organizations

This course is a comprehensive approach to health care organizations and systems that provide the student with an in depth understanding of health organizations. Topics include the evolution of health care delivery during a time of financial and regulatory stress, the impact of the evolving consumer movement, and managing efficient and effective organizational structures.

HCS 531 ~ ..... 3 credits

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care organizations and systems that provide the student with an in-depth understanding of health organizations. Topics include the evolution of health care delivery during a time of financial and regulatory stress, the impact of the evolving consumer movement, and managing efficient and effective organizational structures.

HCS 532 ~ ..... 3 credits

Leadership and Organizational Management

This course focuses on the adaptation of organizational management and leadership to rapidly evolving health systems. Topics include organizational theory, organizational performance, structure, leadership theory, organizational and individual quality, and human resource management. Students apply various organizational and leadership theories to contemporary issues.

HCS 533 ~ ..... 3 credits

Health Information Systems

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

HCS 535 ~ ..... 3 credits

Concepts of Population Health

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

HCS 539 ~ ..... 3 credits

Marketing for Health Care

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

HCS 544 ~ ..... 3 credits

Current Issues in Health Law and Ethics

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

ity, and labor relations.

HCS 545 ~ ..... 3 credits

Health Law and Ethics

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

HCS 548 ~ ..... 3 credits

Foundations of Gerontology

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

HCS 549 ~ ..... 3 credits

Evaluation Methodology

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

HCS 551 ~ ..... 3 credits

Biological and Psychological Aspects of Aging

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

HCS 552 ~ ..... 3 credits

Health Care Economics

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

HCS 557 ~ ..... 3 credits

Social and Cultural Aspects of Aging

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

HCS 565 ~ ..... 3 credits

Organization and Management of Aging Services

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

HCS 567 ~ ..... 3 credits

Entrepreneurship in Health Care

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

HCS 571 ~ ..... 3 credits

Financial Resource Management

Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use financial and economic concepts and principles to develop a business plan for a health care service or unit.

HCS 577 ~ ..... 3 credits

Financial Management in Health Care

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

HCS 578 ~ ..... 3 credits

Ethical, Legal, and Regulatory Issues in Health Care

Ethical principles and decision making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.

HCS 579 ~ ..... 3 credits

Health Care Finance

This course is devoted to the practical aspects of finance in health care, examination of recent developments in financial management of health care organizations, and applications of financial management techniques to specific problems facing health care managers. Topics will include: 1) health care economics; 2) health care financial statements; 3) health care budgeting; 4) health care costs and capital financing; 5) health care working capital; and, 6) health care financial risk.

HCS 581.3 ~ ..... 3 credits

Change Negotiation and Conflict Resolution in Health Care

This course examines and analyzes the significant issues related to collaboration change management theory, conflict management, negotiation, in the fast-paced changing world of health care. Students will critique and discuss these issues from the perspective of major health care stakeholders.

HCS 582 ~ ..... 3 credits

Health Care Finance

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

forecasts, and business plan preparation. Students will be expected to expand their utilization of spreadsheet applications.

HCS 586 ~ ..... 3 credits

Health Care Strategic Management

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

HCS 587 ~ ..... 3 credits

Creating Change Within Organizations

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

HCS 588 ~ ..... 3 credits

Measuring Performance Standards

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

HRM 531 ~ ..... 3 credits

Human Capital Development

This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.

HRM 546 ~ ..... 3 credits

Human Resource Law

This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.

HRM 548 ~ ..... 3 credits

Recruitment and Retention Practices

This course prepares students to evaluate and develop a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552 ~ ..... 3 credits

Organizational Training and Development

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

HRM 554 ~ ..... 3 credits

Occupational Health and Safety

This course applies health and safety principles to reduce hazards to a productive work environment. Students create a prevention program to promote occupational safety and health. Other topics include injury and illness compensation, safety risks, security risks, workplace violence, health and safety practices, emergency response plans, and issues related to substance abuse.

HRM 555 ~ ..... 3 credits

Human Resources Management

This course examines the evolving human resources function within today's organizations. Topics include the changing environment of human resources management; managing human resources in the global community; human capital development; human resources processes and systems; and contemporary issues in human resources.

HRM 556 ~ ..... 3 credits

Employee Motivation and Compensation

This course studies theories and practices for employee motivation and the administration of compensation and benefits. Topics include the role of compensation and motivation in organizational systems; human behavior, human motivation, and types of reward systems; the regulatory environment of wages and salaries; linking performance management systems to rewards; implementation and administration of reward systems; and future trends.

HRM 558 ~ ..... 3 credits

Research in Human Resource Management

This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.

HRM 565 ~ ..... 3 credits

Human Resources Management

This course examines the evolving human resources function within today's organizations. Topics include the changing environment of human resources management; managing human resources in the global community; human capital development; human resources processes and systems; and contemporary issues in human resources. Students will begin to develop a master's project, which will be presented in the final specialization course.

HRM 570 ~ ..... 3 credits

Employee Motivation and Compensation

This course studies theories and practices for employee motivation and the administration of compensation and benefits. Topics include the role of compensation and motivation in organizational systems; human behavior, human motivation, and types of reward systems; the regulatory environment of wages and salaries; linking performance management systems to rewards; implementation and administration of reward systems; and future trends. Students will continue to work on their master's project, which will be presented in the final specialization course.

HRM 590 ~ ..... 3 credits

Human Resources Capstone Course

This is an integrative course and the capstone for the Human Resources Management program. The outcome is for students to develop business solutions to human resources problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a human resources problem of their own choosing.

HRM 591 ~ ..... 3 credits

Seminar in Human Resources Management

This seminar provides a forum for the study of Human Resources Management. The seminar draws upon and integrates complex business problem-solving scenarios. Students will define and solve a business problem drawing upon skills and competencies mastered during the program. The principle outcome of the seminar will be the completion of a project introduced in the first and second of the three specialization courses.

HRM 595 ~ ..... 3 credits

Human Resource Capstone Course

This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, creativity and innovation, global workforce planning, career and leadership development, and performance analysis and appraisal.

HSN 510 ~ ..... 3 credits

Integrative Health Care: A New Paradigm

Integrative health care is a synthesis or blend of conventional care with alternative and complementary healing therapies. The background and current status of integrative care, as well as health policy, legal, regulatory, and ethical issues are explored.

HSN 515 ~ ..... 3 credits

Overview of Integrative Therapies

Commonly used alternative and complementary healing therapies, their uses, expected outcomes, and potential untoward effects are analyzed. Therapies include acupressure, aroma therapy, herbal preparations, homeopathic remedies, imagery, music, nutritional supplements, reflexology, and therapeutic touch.

HSN 520 ~ ..... 3 credits

Strategies for Implementing Integrative Health Care

Methods and issues related to assessing, planning, implementing, and evaluating integrative care are analyzed. Strategies for incorporating integrative care into practice and educational settings are considered. Students develop a proposal for an integrative health care project or course.

HSN 540 ~ ..... 3 credits

Teaching and Learning Strategies

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

HSN 544 ~ ..... 3 credits

Design and Process of Curriculum Development

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

HSN 548 ~ ..... 3 credits

Role of the Health Care/Nursing Educator

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

HSN 552 ~ ..... 3 credits

Assessment and Evaluation of Learning

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

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 703 ~ ..... 3 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.

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.

IST 721 ~ ..... 3 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 722~ ..... 3 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 723 ~ ..... 3 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 724 ~ ..... 3 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.

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.

ITH 510 ~ ..... 3 credits

Impact of e-Health

This course focuses on the impact of e-health from a consumer, provider, and organizational perspective. The student will explore relationships, education and decision making, legal and ethical issues, applications, evaluation and integration involved in an e-Health program.

LAW 529 ~ ..... 3 credits

Legal Environment of Business

This course prepares the manager to make business decisions within a legal and ethical framework. Topics include the regulatory environment, contracts, business torts, criminal law, property, business formation, employment law, and ethical considerations in business.

LAW 531 ~ ..... 3 credits

Business Law

This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

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.

LDR 515 ~ ..... 3 credits

Organizational Leadership and Change Management

This course examines organizational leadership in the context of managing continuous change. Topics include models and theories of leadership, leading organizational culture, effective leadership models, theories and applications of change management, and leading and sustaining change. Students will continue to develop their change management project. In this course, the human element of change will be addressed. Students will continue to work on their master's project, which will be presented in the final specialization.

LDR 531 ~ ..... 3 credits

Organizational Leadership

This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.

.

LDR 706 ~ ..... 3 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.

LDR 711 ~ ..... 3 credits

Transformational Leadership and Innovation

Upon completion of this course, learners will be prepared to incorporate the values of transformational leadership into their personal leadership plan. The learner takes a research-based approach to investigate transformational leadership and innovation in order to create models and expand the body of knowledge.

LDR 712 ~ ..... 3 credits

Information Systems Strategy and Leadership

The primary focus of this course is the research and evaluation of innovative and practical IS approaches to problem resolution in various industries. Learners will research the strategies and leadership characteristics of IS industry leaders and analyze upcoming trends in the field. These considerations will be incorporated into the foundation of a IS leadership plan.

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 addresses practices legal in a subsidiary country but in violation of the corporation's ethical standards.

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.

LDR 731 ~ ..... 3 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.

LDR 736 ..... 3 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.

MAT 501 ..... 2 credits

The Art and Science of Teaching

This course focuses on the foundations of education, including the basic knowledge and skills necessary to become a successful teacher. Each student will examine personal reasons for wanting to teach and create a professional development plan that will focus his/her work throughout the program. Additionally, each student will begin work on a standards-based professional portfolio. Other topics include basic educational philosophies; trends in education, including the role of technology; legal and ethical issues in education; the professionalization of teaching in the United States; and "teaching as an art and a science."

MAT 504 ..... 3 credits

Adolescent Psychology

This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced. Previous course description: This course covers adolescent psychology from a historical perspective to present day societal influences and pressures. Current trends and methods of learning in adolescent education will also be covered.

MAT 505 ..... 3 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.

MAT 509 ~ ..... 2 credits

Models, Theories, and Instructional Strategies

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

MAT 515 ..... 2 credits

Instruction and Assessment of English Learners

This course provides a comprehensive overview of historical, philosophical, and legal perspectives in English Language Development (ELD) education for the English Language Learner (ELL). It establishes the rationale for ELD education, and examines current issues in ELL identification and assessment and second language acquisition in the public school. This course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. The course provides knowledge of and sensitivity to the history and culture of other languages and ethnic groups, as well as multiethnic curriculum and instruction.

MAT 516 ~ ..... 2 credits

Elementary Student Teaching I: The Professional Educator

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

MAT 518 ~ ..... 2 credits

Secondary Student Teaching I: The Professional Educator

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character

reference, and a written reflective paper on the desire and reasons for joining the profession.

MAT 517 ~ ..... 2 credits

Survey of Special Populations

This course provides an overview of the categories of exceptionality 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.

MAT 521 ~ ..... 3 credits

Maintaining an Effective Learning Climate

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

MAT 528 ..... 2 credits

Reading and Phonological Theory

This course expounds upon the basic premise that systematically integrated phonics instructions is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.

MAT 530 ~ ..... 4 credits

Curriculum Constructs and Assessment: Reading and Language Arts

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.

MAT 531 ..... 2 credits

Curriculum Constructs and Assessment: History/Social Science

This course defines and provides a context for teaching and assessing 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 integrated curriculum are explored, including the use of critical thinking 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 progress.

MAT 532 ..... 4 credits

Curriculum Constructs and Assessment: Science and Math

This course focuses on the pedagogy and assessment strategies that enhance learning in mathematics and science. 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.

MAT 534 ..... 2 credits

Curriculum Constructs and Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assessing 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.

MAT 535 ..... 3 credits

Children's Literature

This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied, as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.

MAT 537 ..... 2 credits

Curriculum Constructs and Assessment: Physical Education/ Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching 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 will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong 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.

MAT 538 ..... 3 credits

Middle School Foundations and Philosophy

This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments. Previous description: This is a draft of the description. This course examines the junior high and middle school. The course will evaluate the unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.

MAT 539 ..... 2 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.

MAT 541 ..... 2 credits

Language Development for Secondary Settings

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development

within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MAT 542 ~ ..... 3 credits

Curriculum Constructs and Assessment: Reading Methods for Secondary Settings

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

MAT 544 ..... 3 credits

Curriculum Constructs and Assessment: Secondary Mathematics

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

MAT 546 ..... 3 credits

Curriculum Constructs and Assessment: Secondary English/ Language Arts

This course explores the application of basic instructional methods to the content area of English/language arts in middle level and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MAT 547 ..... 3 credits

Curriculum Constructs and Assessment: Secondary History/ Social Science

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MAT 548 ..... 3 credits

Curriculum Constructs and Assessment: Secondary Science

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

MAT 549 ..... 2 credits

Curriculum Constructs and Assessment: Distance Education Methods for Secondary Schools

This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MAT 550 ..... 2 credits

Legal and Ethical Issues in Education

This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices. In discussing critical issues in education, an emphasis is placed on the ways ethics affect thinking, decision making, professional conduct and learning.

MAT 561 ..... 3 credits

Action Research

This course focuses on the foundations of educational research. The purpose of research as it impacts decision making and educational practices will be explored. Students are introduced to the various elements of an action research proposal including problem and purpose statements, writing style, literature review, research design, data collection, and data analysis. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined. Students also identify ethical issues related to research including basic theory and practice, professional codes of ethics, government regulations, confidentiality, and research using human subjects.

MAT 580 ..... 3 credits

Curriculum Constructs and Assessment: Secondary Business and Marketing

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

MAT 591 & MAT 592 ~ ..... 3 credits

Student Teaching Seminar II

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and/ or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

MAT 593 & MAT 594 ~ ..... 3 credits

Student Teaching Seminar III

This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program's e-Portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

MAT 596 ~ ..... 3 credits

Elementary Student Teaching Seminar II

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 management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

MAT 597 ~ ..... 3 credits

Elementary Student Teaching Seminar III

This course will focus on the design and implementation of the Teacher Work Sample. In addition, the program's e-portfolio overall rating will be completed during this course. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

MGT 521 ..... 3 credits

Management

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

MTE 598 ~ ..... 4 credits

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 classroom experiences.

MTE 599 ~ ..... 4 credits

Student Teaching Part B

This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program's e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

MTE 500 ..... 0 credits

Orientation to the Special Education Certification Program

This course is designed to provide an orientation to the primary components of the Special Education Certificate Program. Students will be introduced to the program's certificate completion requirements. Field Experience, E-Portfolio, and technology resources will be discussed.

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.

MTE 501CA ~ ..... 2 credits

Foundations of Education

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.

MTE 505 ~ ..... 3 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 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 506CA ..... 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 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, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

MTE 508 ..... 3 credits

Models, Theories, and Instructional Strategies

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

MTE 508CA ~ ..... 3 credits

Models, Theories, and Instructional Strategies

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

MTE 509 ~ ..... 2 credits

Models, Theories, and Instructional Strategies

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

MTE 515 ~ ..... 2 credits

Instruction and Assessment of English Learners

This course provides a comprehensive overview of historical, philosophical, and legal perspectives in English Language Development (ELD) education for the English Language Learner (ELL). It establishes the rationale for ELD education and examines current issues in ELL identification and assessment and second language acquisition in the public school. This course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. The course provides knowledge of and sensitivity to the history and culture of other languages and ethnic groups, as well as multiethnic curriculum and instruction.

MTE 520 ~ ..... 3 credits

Maintaining an Effective Learning Climate

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

MTE 520CA ~ ..... 3 credits

Maintaining an Effective Learning Climate

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

MTE 529 ~ ..... 2 credits

Reading and Phonological Theory

This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.

MTE 531 ~ ..... 2 credits

Curriculum Constructs and Assessment: History/Social Science

This course defines and provides a context for teaching and assessing 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 integrated curriculum are explored, including the use of critical thinking 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 progress.

MTE 531CA ~ ..... 2 credits

Curriculum Constructs and Assessment: History/Social Science

This course defines and provides a context for teaching and assessing 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 integrated curriculum are explored, including the use of critical thinking 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 progress.

MTE 532 ~ ..... 4 credits

Curriculum Constructs and Assessment: Science and Math

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.

MTE 532CA ~ ..... 4 credits

Curriculum Constructs and Assessment: Science and Math

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.

MTE 534 ~ ..... 2 credits

Curriculum Constructs and Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assessing 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 534CA ~ ..... 2 credits

Curriculum Constructs and Assessment: Visual and Performing Arts

This course defines and provides a context for teaching and assessing 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 536 ~ ..... 3 credits

Children's Literature

This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied, as well as the application of children's literature to instruction and assessment in reading. Methods for incorporating the use of children's literature in all content areas will also be examined.

MTE 537 ~ ..... 2 credits

Curriculum Constructs and Assessment: Physical Education/ Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching 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 will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong 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 will be explored.

MTE 537CA ~ ..... 2 credits

Curriculum Constructs and Assessment: Physical Education/ Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching 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 will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong 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 will be explored.

MTE 538 ..... 3 credits

Curriculum Constructs and Assessment: English/Language Arts

This course explores the application of basic instructional methods to the content area of English/language arts. Participants identify the educational needs of students by exploring current instructional theory, models, strategies, and standards as they relate to instruction, assessment, and accountability. Social issues that impact reading, listening, speaking, and writing in the classroom are discussed. The course also helps current and prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 539 ~ ..... 2 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.

MTE 541 ~ ..... 2 credits

Language Development for Secondary Settings

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 541CA ~ ..... 2 credits

Language Development for Secondary Settings

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MTE 542 ~ ..... 3 credits

Curriculum Constructs and Assessment: Reading Methods for Secondary Settings

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

MTE 543CA ~ ..... 3 credits

Curriculum Constructs and Assessment: Secondary Visual and Performing Arts (CA only)

This course explores the theory, application, and strategies of teaching the visual and performing arts in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact the arts. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills and use of technology as they relate to visual and performing arts instruction.

MTE 544 ~ ..... 3 credits

Curriculum Constructs and Assessment: Secondary Mathematics

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

MTE 544CA ~ ..... 3 credits

Curriculum Constructs and Assessment: Secondary Mathematics

This course explores the secondary mathematics classroom, curricu-

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

MTE 546 ~ ..... 3 credits

Curriculum Constructs and Assessment: Secondary English/ Language Arts

This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 546CA ~ ..... 3 credits

Curriculum Constructs and Assessment: Secondary English/ Language Arts

This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 547 ~ ..... 3 credits

Curriculum Constructs and Assessment: Secondary History/ Social Science

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 547CA ~ ..... 3 credits

Curriculum Constructs and Assessment: Secondary History/ Social Science

This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 548 ~ ..... 3 credits

Curriculum Constructs and Assessment: Secondary Science

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

MTE 548CA ~ ..... 3 credits

Curriculum Constructs and Assessment: Secondary Science

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

MTE 549 ~ ..... 2 credits

Curriculum Constructs and Assessment: Distance Education Methods for Secondary Schools

This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 550 ..... 3 credits

Curriculum Constructs and Assessment: Global Languages (CA only)

This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 551 ..... 3 credits

Curriculum Constructs and Assessment: Physical Education (CA only)

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

MTE 552 ..... 3 credits

Curriculum Constructs and Assessment:Reading Methods

This course focuses on the most current research, theory, and methods of teaching reading. Various instructional and assessment techniques are modeled. A practical application project is incorporated into the course requirements.

~MTE 553 ..... 3 credits

Instruction and Assessment of English Language Learners

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

MTE 554 ..... 3 credits

Foundations of Instruction for Limited-English Proficient Students

This course introduces students to the historical, legal, and theoretical frameworks of education for second language learners. It also identifies effective instructional models and teaching practices and defines aspects of multicultural education that impact the development of programs for second language learners.

MTE 555 ..... 3 credits

Linguistics

This course introduces students to the nature of language, how the brain processes language, and the role of language in society. It also addresses grammatical aspects of language such as morphology, syntax, semantics, phonetics, pragmatics, and writing development. Stages of language acquisition and bilingual development will be discussed.

MTE 560CA ..... 3 credits

Curriculum Const & Assmt: Secondary Health Science

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

MTE 561 ~ ..... 3 credits

Action Research

This course focuses on the foundations of educational research. The purpose of research as it impacts decision-making and educational practices will be explored. Students are introduced to the various elements of an action research proposal including problem and purpose statements, writing style, literature review, research design, data collection, and data analysis. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined. Students also identify ethical issues related to research including basic theory and practice, professional codes of ethics, government regulations, confidentiality, and research using human subjects.

MTE 561CA ~ ..... 3 credits

Action Research

This course focuses on the foundations of educational research. The purpose of research as it impacts decision-making and educational practices will be explored. Students are introduced to the various elements of an action research proposal including problem and purpose statements, writing style, literature review, research design, data collection, and data analysis. The purpose of statistics, as applied to educational research, is introduced; inferential and descriptive measures are examined. Students also identify ethical issues related to research including basic theory and practice, professional codes of ethics, government regulations, confidentiality, and research using human subjects.

MTE 580 ~ ..... 3 credits

Curriculum Constructs and Assessment: Secondary Business and Marketing

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

MTE 591 ~ ..... 3 credits

Student Teaching Seminar II

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 classroom experiences.

MTE 593 ~ ..... 3 credits

Student Teaching Seminar III

This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program's e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

MTH 506 ..... 3 credits

Methods of Teaching Mathematics

This course focuses on the methodology and assessment strategies that enhance learning in elementary mathematics. Topics include an overview of mathematics content and process standards, developmentally appropriate instructional strategies, assessment, and classroom and materials management.

MTH 520 ~ ..... 3 credits

Curriculum Constructs and Assessment: Mathematics

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

MTH 530 ..... 3 credits

Linear Algebra

The purpose of this course is to provide an introduction to linear algebra, a branch of mathematics dealing with matrices and vector spaces. This course describes the use of linear algebra as a compilation of diverse, but interrelated ideas that provide a way of analyzing and solving problems in many applied fields. Linear algebra has three sides: computational techniques, concepts, and applications. One of the goals of this course is to help you master all facets of the subject and see the interplay among them. The material presented in this course involves theorems, proofs, formulas, and computations of various kinds.

MTH 535 ..... 3 credits

Geometry

This course is designed to have students demonstrate the ability to use fundamental concepts of geometry including definitions, basic constructions, tools of geometry, and to recognize geometry as an axiomatic system.

MTH 540 ..... 3 credits

Statistics

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

MBA 500 ..... 3 credits

Foundations of Problem-Based Learning

This course introduces new graduate students to strategies for academic success within the University of Phoenix. Topics include University of Phoenix Graduate School tools and competencies and written and verbal communication skills. This course introduces the conceptual, analytical, and practical foundations of problem-based learning. This will be done in the context of problem definition, research and information utilization, critical thinking, written and verbal communication skills, negotiation skills, and stakeholder communication skills. Problem-based learning will be framed in the context of the alignment of societal, organizational, and personal values.

MBA 501 ..... 3 credits

Forces Influencing Business in the 21st Century

This course introduces new graduate students to strategies for academic success within the University of Phoenix and explores issues and institutions that affect business outside the direct control of the organization. Topics include University of Phoenix Graduate School tools and competencies; written and verbal communication skills; an introduction to microeconomics and macroeconomics; legal, regulatory, political, and social environments; and environmental scanning.

MBA 502 ..... 3 credits

Managing the Business Enterprise

This course examines issues and functions that business managers face within the context of day-to-day operations and long-term planning of the organization. Topics include an introduction to legal issues, technology and change, organizational behavior, marketing, operations management, planning the organization's future, and risk management.

MBA 503 ..... 3 credits

Introduction to Finance and Accounting

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

MBA 510 ~ ..... 3 credits

Managerial Decision Making

This course introduces a practical, analytical approach to managerial decision making. Analytic thinking, systems thinking, and creative thinking will be employed in the context of a variety of business problems. Topics include decision-making models; dealing with the certain, the uncertain, and the unknowable; managing risk; sensitivity analysis; probabilistic decision models; survey design; and regression analysis.

MBA 520 ~ ..... 3 credits

Transformational Leadership

This course examines organizational leadership in the context of managing continuous change, innovation, and adaptation. Topics include models and theories of leadership and change management; behavior of individuals and teams in organizations; communicating strategic intent; institutionalizing a capacity for change; creating winning organizational cultures; integrating organizational silos; negotiating the political landscape of organizations; and managing for contingencies.

MBA 530 ~ ..... 3 credits

Human Capital Development

This course examines the role of the manager in developing human capital within the organization. Topics include theories on organizational behavior and individual motivation, skills gap analysis, alignment of staff capabilities with organizational needs, succession planning strategies, retention of innovative talent, motivation of mid-tier performers, human behavior, motivation and compensation systems, and future trends in human capital development.

MBA 540 ~ ..... 3 credits

Maximizing Shareholder Wealth

This course requires the manager to choose among financial alternatives to optimize shareholder value. Topics include understanding key cash flow drivers; working capital and asset management; evaluating short-term and long-term financing alternatives; aligning treasury functions with strategic objectives; valuing the corporation; capital budgeting; global finance strategies; and M&A and new venture finance strategies.

MBA 550 ~ ..... 3 credits

Resource Optimization

This course requires the manager to assess the financial health of the organization and allocate resources to optimize the organization's performance. Topics include conducting business performance reviews, business process improvement and quality management, allocating resources based on market potential, alignment of working capital management with client services, optimizing supply chain processes, and achieving high asset productivity. Analytical tools used will include financial decision support models, cost analysis, forecasting, generic benchmarking, and productivity measurement.

MBA 560 ~ ..... 3 credits

Enterprise Risk

This course requires the manager to confront opportunities and constraints emanating from sources both external and internal to the organization. Topics include assessing enterprise risk; risk monitoring and reporting; mitigating risk in changing economic and regulatory environments; governance; compliance; managing audit functions and board relations; and ethical responsibilities to stakeholders in managing and reporting risk.

MBA 570 ~ ..... 3 credits

Sustainable Customer Relationships

This course develops the discipline of maintaining customer focus in highly diverse local and global markets. Topics include aligning customer needs with value propositions; identifying future growth opportunities; forecasting demand; new product development and design; strategic brand management; defending price margins; integrating the marketing mix across multiple channels; behavioral marketing; customer relationship management; reorienting organization functions around customers; and integrating customer feedback loops into strategic planning activities.

MBA 580 ~ ..... 3 credits

Strategies for Competitive Advantage

This course focuses on creating the value proposition as a driver of sustainable competitive advantage. Topics include translating key emerging trends into business opportunities; strategic challenges of global expansion; opportunities and constraints posed by regulatory change; competitor intelligence; scenario planning/planning for multiple futures; maximizing core business value; differentiating the value proposition; distribution channel development and integration; tailoring the value chain; building successful strategic alliances; and off-shoring models and approaches.

MBA 590 ~ ..... 3 credits

Strategic Implementation and Alignment

This course emphasizes how managers lead the implementation of plans to get the job done. Topics include implementation and execution of plans; managing the organization as a portfolio of businesses; cross-functional reviews and coordination of operating strategies; ensuring strategic alignment of business unit objectives with organizational objectives; alignment of business unit tactics, infrastructure, and processes to strategic imperatives; adapting stakeholder relationships to changing strategic priorities; and best practices in project management.

MBAGM 591 ~ ..... 3 credits

Global Management Seminar in Problem Solving

This course is the first of a two-part seminar, which provides a forum for the study of global management through analyzing the complexities, exploiting the opportunities, and overcoming the impediments of conducting business globally. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem. They will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAGM 592 ~ ..... 3 credits

Global Management Seminar in Decision Outcomes

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBAGM/591. Upon completion of both seminars, students will be able to analyze and adapt to the complexities that are inherent in diverse cultural, political and legal systems to effectively conduct business globally.

MBAHR 591~ ..... 3 credits

Human Resources Seminar in Problem Solving

This course is the first of a two-part seminar, which provides a forum for the study of human resources through designing, implementing and evaluating human resources strategies and functions within organizations including recruitment/selection, retention, and employee development. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAHR 592 ~ ..... 3 credits

Human Resources Seminar in Decision Outcomes

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBAHR/591. Upon completion of both seminars, students will be able to forecast, plan, and design strategies to recruit and select a qualified, diverse and competent workforce as well as evaluate workforce retention strategies, learning strategies and human resource strategies in alignment with organizational goals.

MBAMK 591 ~ ..... 3 credits

Marketing Seminar in Problem Solving

This course is the first of a two-part seminar, which provides a forum for the study of marketing through analyzing opportunities within global, domestic, and electronic markets in order to develop, implement, and assess marketing strategies in alignment with organizational goals. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined marketing problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAMK 592 ~ ..... 3 credits

Marketing Seminar in Decision Outcomes

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the marketing problem which they identified and evaluated in MBAMK/591. Upon completion of both seminars, students will be able to analyze the elements of the internal and external marketing environments including the legal/political, ethics, demographic, socio-cultural, technological, and competitive forces that impact the development and implementation of marketing strategies. Additionally, students will be able to research and analyze different types of consumers and the factors that impact their purchasing decisions, analyze the four elements of the marketing mix and evaluate and design marketing research plans to support the development and implementation of marketing strategies.

MBATM 591 ~ ..... 3 credits

Technology Management Seminar in Problem Solving

This course is the first of a two-part seminar, which provides a forum for the study of technology management through the identification, selection and utilization of technology in developing products and services. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling

a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBATM 592 ~ ..... 3 credits

Technology Management Seminar in Decision Outcomes

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBATM/591. Upon completion of both seminars, students will be able to identify, select, and effectively utilize technology and project management techniques for technology projects that utilize technology as an infrastructure component. Students will evaluate and exploit current and future technology opportunities in a global business environment to maximize profitability.

MBAPA 591 ~ ..... 3 credits

Public Administration Seminar in Problem Solving

This course is the first of a two-part seminar, which provides a forum for the study of public administration through an introduction to public policy fundamentals and policy analysis, politics and administration dichotomy, policy research and formulation and constituency and stakeholder relations. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MBAPA 592 ~ ..... 3 credits

Public Administration Seminar in Decision Outcomes

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MBAPA/591. Upon completion of both seminars, students will understand how public administrators affect government fiscal decisions and the constraints influencing their own programs as well as developing and managing budgets for agencies, programs, and economic development.

MFCC 536 ~ ..... 3 credits

Child Therapy

This course exposes students to a variety of models in the treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavior and learning problems are explored.

MFCC 551 ..... 3 credits

Legal and Ethical Issues in Marriage and Family Therapy

Legal and ethical responsibilities of the marriages and family counselor are emphasized. Codes of ethics and laws governing mental health professionals are used to interpret and act upon situations appropriately and effectively. Emphasis is given to principles governing clients rights, duty to warn and protect, dual relationships, and application in special situations and special populations.

MFCC 556 ..... 3 credits

Family Systems Theory

This course provides an overview of the development of family systems theory as a discipline and the therapeutic approaches that have emerged. Fundamental assumptions and concepts of general systems theory are introduced and contrasted with individual theories of psychology. The historic development of family systems thinking is explored. Evolving therapeutic models are introduced and contrasted with family systems concepts. In this course, students will explore the major systems theories' approaches to diagnosis, treatment, and change and explore ethnic differences in family patterns and attitudes toward therapy. Critiques of systems theory and research issues are discussed.

MFCC 561 ..... 3 credits

Family Interventions

This course introduces fundamental concepts and practices that underlie family therapy in human systems. It teaches an integrative approach to assessment and diagnosis in family therapy with an emphasis on strategies for a wide range of populations and clinical problems. The course will introduce culture-specific interventions used for the treatment of culturally different families.

MFCC 562 ~ ..... 3 credits

Couples Counseling

This course provides students with intensive skill building in working with couples using current developmental and systemic modes. The relationship between theory, interventions, and treatment goals are addressed including communication strategies, managing stress and conflict, and effectively promoting decision-making and problem-solving strategies. Students have opportunities to practice and demonstrate these skills using culturally-diverse case studies.

MFCC 566 ..... 3 credits

Advanced Marriage and Family Therapy

This course requires students to apply marriage and family theory and skills acquired throughout the program and allows them to gain a deeper understanding of working with diverse families and those with special needs. Students will go through the process of working with a family, in role-play, from intake to termination, incorporating practical applications of assessment, treatment planning, therapeutic interventions, progress notes, and termination summaries. Therapeutic interventions for the complex families of today will be emphasized, including interventions for families in acute and chronic crisis, and for various ethnic family systems.

MFCC 597A/B/C ~ ..... 3 credits each (9 total)

Internship

The internship is a 900-hour (minimum) clinical experience divided into two fifteen-week parts (A, B, C), and comprise Portfolio III of the counseling portfolio series. Student interns are placed in an approved mental health site and receive supervision from an approved site supervisor. In addition, interns meet weekly with their faculty supervisor and internship group to review their clinical work and to receive instruction and share information on related professional issues, including the role and function of supervision, clinical intakes, terminations, case notes, case presentations, and services offered by their internship sites. Interns will also evaluate their growth through the internship and develop a professional resume.

MGT 554 ~ ..... 3 credits

Operations Management

This course examines the design and management of internal capacity as it applies to all organizations. It examines the principles and techniques for designing, analyzing, and managing operations processes. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics include statistical process control, supply chain management, and total quality management.

MGT 573 ~ ..... 3 credits

Project Management in the Business Environment

This course develops the principles and techniques to plan, execute, and manage complex projects. Topics include workflow analysis, quality control, and performance evaluation.

MGT 578 ~ ..... 3 credits

Strategy Formulation and Implementation

This course introduces the principles and tools for managerial use in the development, implementation, and review of strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues.

MGT 591 ~ ..... 3 credits

Seminar in Management

This seminar provides a forum for the study of Management. The seminar draws upon and integrates complex business problem-solving scenarios. Students will define and solve a business problem, drawing upon skills and competencies mastered during the program. The principle outcome of the seminar will be the completion of the change management project introduced in the first and second of the three specialization courses.

MGT 599 ~ ..... 3 credits

Cases in Decision Making

This is an integrative course and the capstone for the MBA. The outcome is for students to develop a portfolio of decision-making methodologies to solve problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a business problem of their own choosing.

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.

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.

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.

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.

MGT 736 ..... 3 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.

MKT 544 ~ ..... 3 credits

Integrated Marketing Communications

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

MKT 551 ~ ..... 3 credits

Marketing Management

This course develops the marketing principles by which products and services are designed to meet customer needs, priced, promoted, and distributed to the end user. The focus is on the application of these marketing principles to a wide range of customers, both internal and external. Topics include new product/service introduction and segmentation and positioning strategy.

MKT 552 ~ ..... 3 credits

Technology Applications and e-Marketing

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

MKT 554 ~ ..... 3 credits

Consumer Behavior

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

MKT 562 ~ ..... 3 credits

Advanced International Marketing

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

MKT 571 ~ ..... 3 credits

Marketing

This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT 570 ~ ..... 3 credits

Product Development

This course examines the challenges that companies face in develop-

ing new products and services. Students will explore the various stages of new product development processes and understand factors influencing the rate of diffusion and adoption. Students will also apply techniques and tools used in new product development practices.

MKT 581 ~ ..... 3 credits

Integrated Marketing Communications

The course examines the role of integrated marketing communications (IMC) as it relates to strategic marketing within an organization. Students will select and evaluate the strategic role of IMC tools (advertising, promotions, public relations, sales, direct marketing) needed to maximize brand value. Students will continue to work on their master's project, which will be presented in the final specialization course.

MKT 591 ~ ..... 3 credits

Seminar in Marketing Management

This seminar provides a forum for the study of marketing management. The seminar draws upon and integrates complex business problem-solving scenarios. Students will define and solve a business problem of their own choosing. The principle outcome of the seminar will be the completion of a master's project introduced in the first of the three specialization courses.

MKT 593~ ..... 3 credits

Product Design and Development

In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.

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.

MKT GM571 ~ ..... 3 credits

International Marketing

This course prepares students to apply international marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment presented across international borders. Topics include global market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT SB571 ~ ..... 3 credits

Small Business Marketing

This course prepares students to apply marketing concepts to create sustainable customer value. Students learn to solve small business marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations within limited budgets.

MKT TM571 ~ ..... 3 credits

Marketing High Technology Products

This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Students will also create business and ethical justifications for products that are technologically possible. Other topics include technology and market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MM 500 ~ ..... 3 credits

Foundations of Management

This course provides students with an in depth understanding of the concepts, principles and functions of management. Topics include planning and decision making, organizing, leadership and motivation, change and development, control, and an introduction to special business issues such as technology, ethics and globalization.

MM 510 ..... 3 credits

Regulation and Conflict Management in the Workplace

This course prepares the manager to address internal and external organizational conflicts by designing and implementing conflict management systems and approaches within a regulatory and legal framework. Topics include the legal and regulatory environment of employment; overview and applications of employment law; and conflict management through ADR, negotiation, and mediation.

MM 520 ~ ..... 3 credits

Accounting and Finance for Managerial Decision Making

This course addresses fundamental concepts of using accounting principles and financial tools and analysis for effective managerial decision making. Topics include the role of the financial manager in the organization, concepts and principles underlying financial accounting practices, financial statement analysis, operational planning and budgeting, and stakeholder relationships with financial institutions and advisory firms.

MM 590 ~ ..... 3 credits

Contemporary Issues in Leadership and Management

This course examines current and emerging issues facing managers in the post-modern organization and their implications for management practices. Drawing upon leadership and management theory and application, topics include legal issues, technology and change, diversity, ethics, teamwork and trust, and organizational development.

MMI 500 ~ ..... 3 credits

Cross-Cultural Considerations for International Managers

This course develops knowledge and skills necessary for international managers to effectively deal with cross-cultural elements in the work environment. Emphasis is placed on the elements of culture and their impact on ethics and business management across cultures to maximize cross-cultural communication and enhance international business synergies.

MMI 510 ~ ..... 3 credits

International Organizational Behavior

This course provides knowledge on the cultural and organizational behavior framework within cross-cultural business environments. Topics include organizational culture and behavior, cross-cultural teams, organizational design and development, cross-cultural strategic alliance, business negotiations in the cross-cultural environment, and managing change in the cross-cultural environment.

MMI 520 ~ ..... 3 credits

International Human Resources Management

This course focuses on the human resources management challenges facing international employers. Topics include strategic human resource management, cross-cultural human resource management policies and practices, staffing practices, developing human resources, motivation, and winning strategies for effective leader-

ship and management.

MMI 530 ~ ..... 3 credits

International Law and Politics

This course explores the impact of legal and political systems on the management of international and global business. Topics include an introduction to the influence that political and legal systems have on conducting business; legal structures and government regulations; property, contract, and employment law; and how to manage the process of dispute resolution.

MMI 540 ~ ..... 3 credits

International Economics, Trade, and Finance

This course explores the impact of the global trading system and world financial markets on the management of international business. Topics include the global trading system, world financial markets, foreign exchange mechanisms, exports, imports and counter trade, international economic integration, and international economic development.

MMI 550 ~ ..... 3 credits

Country Analysis

This course develops the knowledge and skills necessary to analyze the business opportunities and risks associated with international investment, business development and operations. Upon completion, students will be prepared to recommend the suitability of doing business in a foreign country. Topics include country analysis models and techniques and the application of those models and techniques to areas of investment, business development and operations.

MMI 560 ~ ..... 3 credits

Accounting and Finance Problem Solving

This course provides students with the knowledge of accounting principles and financial tools necessary for effective managerial decision making. Problem-solving topics include recognizing and minimizing the costs and risks posed by multinational operations; developing effective operational planning and capital budgeting processes; and managing more effectively a firm's international investments, global financings, and risks.

MMI 570 ~ ..... 3 credits

Strategy, Project Management, and Marketing Problem Solving

This course provides students with the knowledge of strategic planning, project management and marketing concepts and principles for effective managerial decision making. Problem-solving topics include developing and sustaining competitive advantage in the global framework, adapting vision and strategy to the changing nature of the international environment, maintaining customer focus in highly diverse local markets, and recognizing and capitalizing on opportunities in national markets for goods and services.

MMI 580 ~ ..... 3 credits

Supply Chain Management Problem Solving

This course provides students with the knowledge of supply chain and operational management necessary for effective managerial decision making. Problem-solving topics include leveraging corporate resources on a worldwide basis to deliver goods and services to particular markets in a cost effective manner, aligning rapidly evolving information and communication technologies to corporate operating plans, and working effectively within the constraints imposed by a variety of host governments and business cultures.

MMPBL 500✦ ..... 3 credits

Foundations of Problem-Based Learning

This course introduces new graduate students to strategies for academic success within the University of Phoenix. Topics include University of Phoenix Graduate School tools and competencies and written and verbal communication skills. This course introduces the conceptual, analytical, and practical foundations of problem-based learning. This will be done in the context of problem definition, research and information utilization, critical thinking, written and verbal communication skills, negotiation skills, and stakeholder communication skills. Problem-based learning will be framed in the context of the alignment of societal, organizational, and personal values.

MMPBL 501 ~ ..... 3 credits

Forces Influencing Business in the 21st Century

This course introduces new graduate students to strategies for academic success within the University of Phoenix and explores issues and institutions that affect business outside the direct control of the organization. Topics include University of Phoenix Graduate School tools and competencies; written and verbal communication skills; an introduction to microeconomics and macroeconomics; legal, regulatory, political, and social environments; and environmental scanning.

MMPBL 502 ~ ..... 3 credits

Managing the Business Enterprise

This course examines issues and functions that business managers face within the context of day-to-day operations and long-term planning of the organization. Topics include an introduction to legal issues, technology and change, organizational behavior, marketing, operations management, planning the organization's future, and risk management.

MMPBL 503 ~ ..... 3 credits

Introduction to Finance and Accounting

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

MMPBL 520 ~ ..... 3 credits

Transformational Leadership

This course examines organizational leadership in the context of managing continuous change, innovation, and adaptation. Topics include models and theories of leadership and change management; behavior of individuals and teams in organizations; communicating strategic intent; institutionalizing a capacity for change; creating winning organizational cultures; integrating organizational silos; negotiating the political landscape of organizations; and managing for contingencies.

MMPBL 530 ~ ..... 3 credits

Human Capital Development

This course examines the role of the manager in developing human capital within the organization. Topics include theories on organizational behavior and individual motivation, skills gap analysis, alignment of staff capabilities with organizational needs, succession planning strategies, retention of innovative talent, motivation of mid-tier performers, human behavior, motivation, and compensation systems, and future trends in human capital development.

MMPBL 540 ~ ..... 3 credits

Conflict Management

This course prepares the manager to identify problems and opportunities arising from conflict among parties and stakeholders in organizations, to analyze those problems in detail, and to design and implement successful solutions to benefit from the opportunities and achieve the desired end state for the organization. Topics include the

legal and regulatory environment of the employment relationship; the process of conflict and how it impacts organizations; and the application of negotiation, mediation, and other non-judicial dispute resolution techniques to resolve conflict to benefit the organization and stakeholders.

MMPBL 550 ~ ..... 3 credits

Creativity, Innovation, and Organizational Design

This course examines the concepts of the learning organization, viewing learning from an individual and an organizational perspective, and provides students with insights as to how to use organizational development (OD) methods as a tool for problem solving and organizational intervention. Topics to be covered include the underlying theory, orientation, and application of key OD methods; the design and implementation of organizational interventions to move an organization from a current to a desired future state; and talent management.

MMPBL 560 ~ ..... 3 credits

Managing in a Cross-Cultural Environment

This course introduces issues today's managers face when dealing with a cross-cultural workforce and provides insight and tools that can be used to meet cross-cultural challenges in business. Topics include cross-cultural differences in decision making, the importance of cross-cultural awareness and training, implementation and measurement of diversification initiatives, organizational issues in the multicultural workplace, elements of culture, and management styles of global companies.

MMPBL 570 ~ ..... 3 credits

Corporate Governance

This course introduces students to the principles of corporate governance and the role of the mid-level manager in ensuring that corporate governance processes are implemented and monitored. Topics to be covered include corporate governance principles, stakeholder and leadership considerations, the role of the mid-level manager in corporate governance, the role of ethics in the governance process, and tools for governance compliance and transparency.

MMPBL 580 ~ ..... 3 credits

Marketing Management

This course examines the role and importance of marketing management in every organization competing in highly diverse local and global markets. Topics include aligning marketing with overall business strategy; assessment of internal and external environments; leveraging market research to understand customer needs and forecast demand; reorienting organization functions around customers; integrated marketing communications; and developing and measuring marketing plans.

MMPBL 590 ~ ..... 3 credits

Strategies for Competitive Advantage

This course focuses on creating the value proposition as a driver of sustainable competitive advantage. Topics include translating key emerging trends into business opportunities; strategic challenges of global expansion; opportunities and constraints posed by regulatory change; competitor intelligence; scenario planning/planning for multiple futures; maximizing core business value; differentiating the value proposition; distribution channel development and integration; tailoring the value chain; building successful strategic alliances; and off-shoring models and approaches.

MMHRM 591 ~ ..... 3 credits

Human Resources Seminar in Problem Solving

This course is the first of a two-part seminar, which provides a forum for the study of human resources through designing, implementing and evaluating human resources strategies and functions within organizations including recruitment/ selection, retention, and employee development. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MMHRM 592 ~ ..... 3 credits

Human Resources Seminar in Decision Outcomes

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MMHRM/ 591. Upon completion of both seminars, students will be able to forecast, plan, and design strategies to recruit and select a qualified, diverse and competent workforce as well as evaluate workforce retention strategies, learning strategies and human resource strategies in alignment with organizational goals.

MMPA 591 ~ ..... 3 credits

Public Administration Seminar in Problem Solving

This course is the first of a two-part seminar, which provides a forum for the study of public administration through an introduction to public policy fundamentals and policy analysis, politics and administration dichotomy, policy research and formulation and constituency and stakeholder relations. In this seminar, students will create complex business problem-solving scenarios drawing upon skills and competencies mastered during the program. Students will gain experience in distilling a situation into a well-defined business problem and will apply business tools and concepts to analyze a variety of alternative solutions, and will receive feedback on the choices they make.

MMPA 592 ~ ..... 3 credits

Public Administration Seminar in Decision Outcomes

In this seminar, students will defend their solutions and recommend a course of action and performance-based evaluation metrics for the business problem which they identified and evaluated in MMPA/ 591. Upon completion of both seminars, students will understand how public administrators affect government fiscal decisions and the constraints influencing their own programs as well as developing and managing budgets for agencies, programs, and economic development.

NRP 505 ~ ..... 3 credits

Role of the Advanced Practice Nurse

This course emphasizes the history and development of advanced practice nursing roles and competencies, as well as the organizational and regulatory scope of practice requirements expected in these roles. Students examine the impact and evolution of this role transition, certification, and professional activities as these relate to advanced practice nursing.

NRP 514 ~ ..... 4 credits

Advanced Health Assessment

Emphasis is placed on the advanced practice of history taking, conducting a physical examination, and obtaining and assessing diagnostic data for clients across the life span. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and laboratory data. This course incorporates 56 hours of supervised practice laboratory experience, allowing students to utilize the techniques and equipment to perform physical examinations.

NRP 524 ~ ..... 5 credits

Family I: Pediatric and Adolescent Populations

This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NRP 528 ~ ..... 4 credits

Family III: Women's Health Issues

This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the lifespan. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, episodic problems, and childbearing. Students develop a systematic approach to prenatal health care based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.

NRP 533 ~ ..... 3 credits

Preceptorship

During the next 5 to 6 months, students will complete 368 hours of preceptored clinical experience in a clinical setting. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that allows them to function upon completion of the preceptorship independently in the nurse practitioner role.

NRP 540 ~ ..... 5 credits

Management of Pediatric and Adolescent Populations

This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention, and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NRP 545 A/B ~ ..... 3 credits

Adult and Geriatric Management

This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 551 ~ ..... 1 credit

Clinical Procedures

This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be EKG, x-ray, and spirometry interpretation as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 560 ~ ..... 4 credits

Management of Women's Health Issues

This combined theory and clinical course focuses on management of normal and common pathological conditions that occur in women's health across the life span. Special emphasis is placed on disease prevention, reproductive health issues, contraceptive therapies, episodic problems, and childbearing. Students develop a systematic approach to prenatal health care based on physiology and pharmacology. Appropriate educational and collaborative skills for the individual and their families will be explored. Management of pharmacological issues will also be addressed.

NRP 565 ~ ..... 4 credits

Preceptorship

This 460 hour precepted clinical course provides student with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NTC 500 ~ ..... 3 credits

Networking Concepts

This course examines local area networks, wide area networks, enterprise wide networking, Internet, Intranets, topology mapping. Particular emphasis is placed on the selection of network solutions relative to business needs and emerging communication technology.

NTC 502 ~ ..... 3 credits

Networking Management

This course focuses on enterprise-wide networking from a managerial perspective. Emphasis is placed on security and support of the enterprise network.

NUR 513 ~ ..... 3 credits

Theorectical Foundations of Practice

This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

NUR 518 ~ ..... 3 credits

Analysis of Research Reports

Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice.

NUR 531 ~ ..... 3 credits

Influencing the Future of Nursing and Health Care

The role of advanced practice nurses in today's health care environment provides numerous opportunities and responsibilities. Nursing's potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

NRP 540 ~ ..... 5 credits

Management of Pediatric and Adolescent Populations

This course focuses on the management of normal and common pathological conditions for children from birth through adolescence, as an individual and as a family member. The course combines theory and clinical experiences to emphasize assessment, prevention,

and management utilizing a holistic model of care. Growth and development, anticipatory guidance, and behavioral theories are emphasized. Identification and application of pharmacological therapies are incorporated. The effects of culture on development, parenting, and health care practices are also evaluated.

NUR 542 ~ ..... 2 credits

Dynamics of Family Systems

Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

NUR 544 ~ ..... 3 credits

Population-Focused Health Care

Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

NRP 545 A ~ ..... 4 credits

Adult and Geriatric Management

This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the cardiovascular, respiratory, endocrine and neurovascular systems for adults and geriatric patients including implications for the individual as well as the family. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NRP 545 B ~ ..... 4 credits

Adult and Geriatric Management

This two-part, combined theory and clinical course focuses on management of common pathological conditions related to the musculoskeletal, gastrointestinal, hematological, neurological, and genitourinary systems for adults and geriatric patients including implications for the individual as well as the family. In addition, management of psychiatric issues and skin pathology will be discussed. Theory and clinical experiences emphasize prevention, disease management, and evaluation of patient outcomes. Identification and application of pharmacological therapies are incorporated.

NUR 550 ~ ..... 3 credits

Issues in Advanced Practice Nursing

This course addresses the changes in health care and their implications for advanced practice nursing. The impact of health care policy, managed care, as well as concepts related to financial responsibility within the health care delivery systems will be examined.

NRP 551 ~ ..... 1 credit

Clinical Procedures

This course provides the theoretical foundation for common office procedures encountered in primary care. Included will be EKG, x-ray, and spirometry interpretation as well as minor surgery and orthopedic procedures. Supervised practice will be provided for selected skills.

NRP 560 ~ ..... 4 credits

Management of Women's Health Issues

This course focuses on the issues and health concerns unique to women through the life span. Students will coordinate and complete a minimum of 45 hours with their assigned preceptor.

NRP 565 ~ ..... 4 credits

Preceptorship

This 460 hour precepted clinical course provides student with clinical experiences needed to develop and broaden their clinical skills and judgments. Students will consolidate and refine their acquired skills in assessment and client management in order to attain a level of competency and proficiency that will allow them to function independently in the nurse practitioner role.

NUR 587 ~ ..... 3 credits

Leadership and Management in Nursing and Health Care

Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today's complex health care system.

NUR 588 ~ ..... 3 credits

Developing and Evaluating Educational Programs

Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.

NUR 590A/B ~ ..... 3 credits

Nursing Practicum

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with various nursing experts in clinical application projects.

NUR 598 ~ ..... 3 credits

Nursing Research Utilization Project

This is a graduate research course that focuses on utilization of a body of scientific knowledge in the work setting. Students develop a proposal to address a problem or concern in the work setting, describe an innovation and research support for its use, develop an implementation and an evaluation plan and describe strategies for decision making for the success or failure of the innovation. *(Capstone)*

OPS 571 ~ ..... 3 credits

Operations Management

This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.

OPS GM571 ~ ..... 3 credits

International Operations Management

This course applies planning and controlling concepts to increase the value of the global supply chain. Students learn to evaluate and improve processes across international borders. Other topics include process selection, process design, theory of constraints, project implementation, global capacity planning, lean production, global facility location, business forecasting, and logistics.

OPS HC571 ~.....3 credits

Health Care Operations Management

This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.

OPS TM571 ~ .....3 credits

Operations Management in Technology

This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in technology. Other topics include project tools, process selection and design, theory of constraints, project management and implementation, capacity planning, lean production, facility location, business forecasting, and resource management.

ORG 502 ~.....3 credits

Human Relations and Organizational Behavior

This course examines human relations theory and practice through individual, group, and organizational performance. Topics include conflict resolution, managing change, workplace diversity, and assessing employee performance.

ORG 707 ~.....3 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.

ORG 711 .....3 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.

ORG 714 ~.....3 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.

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.

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.

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.

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.

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.

ORG 730 ~ ..... 3 credits

Organizational 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.

PA 570 ~..... 3 credits

Public Policy Analysis

This course addresses how public policy is formulated, implemented, and evaluated amid multiple and competing stakeholder interests. Topics include the philosophy of public service, policy development, policy management and execution, establishing and measuring win-win criteria for policy success, constituency and stakeholder relations, interagency interaction and collaboration, media relations, and effective communication throughout the public policy process. Students will begin to develop a master's project, which will be presented in the final specialization course.

PA 580 ~..... 3 credits

Public Financial Management and Budgeting

This course focuses on how public administrators can both understand and affect government fiscal decisions, as well as understand the constraints influencing their own programs. Emphasis will be placed upon developing and managing budgets for agencies, programs, and economic development. Topics include expenditure and revenue sources, taxation analysis, resources allocation, intergovernmental fiscal coordination, debt financing, allocating resources in the community, assessing the financial health of the organization, developing remedies for financial problems, the implications of budgeting on stakeholder relations, and current issues in government fiscal management. Students will continue to work on their master's project, which will be presented in the final specialization course.

PA 591 ~ ..... 3 credits

Seminar in Public Administration

This course examines the challenge of leadership and quality management in the public organization in the context of limited resources and competing agendas. Topics include organization and leadership theory within public bureaucracies, the political control of public organizations, creating winning organizational cultures, managing across different employee groups, management under financial and non-financial constraints, negotiation, conflict management, team building, motivation and compensation, and the ethical challenges of public service. The principle outcome of the seminar will be the completion of a master's project introduced in the first of the three specialization courses.

PHL 700R ~ ..... 3 credits

Critical and Creative 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.

PHL 713 ~ ..... 3 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.

PHL 716..... 3 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 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.

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.

PSYCH 500 ~..... 3 credits

Lifespan Development

This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development across the life span. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.

PSYCH 504 ~..... 3 credits

Personality Theories

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

PSYCH 515 ~..... 3 credits

Advanced Abnormal Psychology

This course covers a wide range of definitions and models that focus on the complex or problematic psychological disorders and conditions of psychopathology. Emphasis is on learning accepted conceptualizations of such disorders along with contemporary treatment approaches. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the basis of diagnosis and classification of psychopathology. Critical thinking skills are emphasized, as are multicultural, legal, and ethical issues involved in the field of abnormal psychology.

PSYCH 525 ~..... 3 credits

Measurements and Statistics

This course provides students with a foundation in statistical methods and principles of measurement and assessment necessary for competency in research, evaluation, and treatment planning for professional psychology practice applications. Students learn statistical models, procedures, and measurement practices that are relevant to the mastery of examination procedures in psycho-educational assessment, organizational assessment, and clinical examinations that use standardized testing instruments, criterion based assessments and the Diagnostic and Statistical Manual of Mental Disorders (DSM).

PSYCH 535 ~..... 3 credits

Multicultural Psychology

This course provides students with an in depth focus on cultural factors and cross-cultural perspectives in the field of psychology. Students learn to identify and consider cultural variables in the application of psychological theories and practices. Multicultural issues and valued diversity are the main content focus throughout the course.

PSYCH 538 ~..... 3 credits

Lifespan Development and Learning

This course integrates learning theories and principles with advanced study of early childhood, elementary, middle, high school development, and adult learning in relation to educational practice. Perspectives on behaviorism and cognitive and social learning are explored in the context of their practical application by the profes-

sional in the classroom.

PSYCH 540 ~ ..... 3 credits

Research Methodology

This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students become critical evaluators of research, with emphasis placed on engaging the students in analytical reading of research literature in psychology and the application of skills in conducting primary behavioral research.

PSYCH 545 ~ ..... 3 credits

Survey of Professional Psychology

This course surveys various professional activities in psychology and the legal and ethical responsibilities of the psychology professional. Students learn underlying ethical principles relevant to a broad range of issues in the field of psychology, as well as to interpret and act upon various situations appropriately and effectively. Content includes issues such as subject and client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

PSYCH 550 ~ ..... 3 credits

Psychology of Learning

This course examines major theories of learning with relevance to instrumental and classical (Pavlovian) conditioning, cognitive learning processes, motivation, affect, and memory. The students will explore relevant research on traditional and contemporary issues in learning, with an emphasis is on human learning from both behavioral and cognitive perspectives.

PSYCH 555 ~ ..... 3 credits

Social Psychology

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

PSYCH 560 ~ ..... 3 credits

Cognitive Psychology

This course surveys what modern cognitive psychology says about problem solving and reasoning, memory, language, imagery, and the processes and pathology of language and thought. Cognitive models of information processing in humans and animals are reviewed.

PSYCH 570 ~ ..... 3 credits

Organizational Psychology

This course is an in-depth look at organizational psychology and therefore covers the organizational side of the field, including the impact of the organizations on the individual and on groups of individuals. The dynamics and cultural characteristics of organizations are identified and described in-depth, and organizational development and change are given particular emphasis as well.

PSYCH 575 ~ ..... 3 credits

Physiological Psychology

This course is a survey of biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to psychological processes of sensation, drive, emotion, learning, and memory.

PSYCH 700 ..... 3 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 701 ~ ..... 3 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 702 ~ ..... 3 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 703 ~ ..... 3 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.

PSYCH 704 ~ ..... 3 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 socioeconomic factors within the globalized work environment. Additional topics will be added based on the current focus of the literature.

PSYCH 705 ~ ..... 3 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.

PSYCH 706 ~ ..... 3 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.

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.

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.

PSYCH 770 ~ ..... 3 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.

PSYCH 780 ..... 3 credits

Consumer Behavior

The relation between the producers (or distributors) and consumers (actual or potential recipients) of goods and services will be discussed, based on the application of a variety of social science research methodologies.

PSYCH 790 ..... 3 credits

Independent Study

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.

PSYCH 799 ~ ..... 1 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.

QNT 530 ~ ..... 3 credits

Statistics and Research Methods for Managerial Decisions

This course focuses on the role of statistics and business research as tools for the manager to use when making planning and operating decisions. The course prepares the manager to be a critical consumer of statistics capable of assessing the validity and reliability of statistics and business research prepared for the manager's use. Topics include research design and data collection, survey design and sampling theory, probability theory, hypothesis testing, and research reporting and evaluating.

QNT 531 ~ ..... 3 credits

Advanced Problems in Statistics and Research Methods

This course extends the competencies developed in QNT 530 by introducing additional research methods and tools of statistical analyses, with the emphasis on case study and data analyses to further develop evaluative abilities in managerial decision making. Topics include analysis of variance, regression, non-parametric statistics, and time series and forecasting.

QNT 540 ~ ..... 3 credits

Research and Ethics in E-Education

This course is an overview of the fundamentals of research and statistics. It is designed to provide students with the basic knowledge and skills needed to be successful in graduate level studies. Ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, and confidentiality are addressed. Students will examine the issues of information and intellectual property, privacy issues in a digital environment and the relationship of individual, governmental and societal concerns in an ever advancing and changing electronic community.

QNT 554 ~ ..... 3 credits

Statistics and Research Methods for Managerial Decisions

This course prepares the manager to utilize statistics and research in making business decisions. It focuses on the role of the manager as a critical consumer of statistics, capable of assessing the validity and reliability of information. Topics include business research, descriptive statistics, probability theory, parametric and non- parametric statistics, correlation, regression and time-series analysis.

QNT 561 ~ ..... 3 credits

Applied Business Research and Statistics

This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.

QNT 575 ~ ..... 2 credits

Measurement, Evaluation and Ethics in Research

In this course, the purpose of statistics as applied to educational research is introduced, inferential and descriptive measures are examined, and methods for evaluating and analyzing data are discussed. Students identify ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, confidentiality, and research using human subjects. Students are required to synthesize information presented in this class by appropriately addressing each element in their individual action research projects.

QNT HC561 ~ ..... 3 credits

Applied Research and Statistics in Health Care

This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis – including parametric and nonparametric tests of hypothesis and regression analysis.

QNT TM561 ~ ..... 3 credits

Research and Statistics for Process Control

This course prepares graduate students to apply communication principles to the roles they play as technology managers. Students learn how to effectively communicate technical issues to non-technical stakeholders in a business environment. Other topics include the role of perception in communication, techniques to enhance group communication, aligning communication to an audience, cross-border communications, and ethics in organizational communications.

QRB 501 ..... 3 credits

Quantitative Reasoning for Business

This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

RDG 530 ~ ..... 4 credits

Curriculum Constructs and Assessment: Reading and Language Arts

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.

RDG 530CA ~ ..... 4 credits

Curriculum Constructs and Assessment: Reading and Language Arts

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.

RDG 531 ..... 3 credits

Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.

RDG 535 ..... 3 credits

Remediation and Diagnosis of Reading Difficulties

This course provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. It emphasizes strategies for classroom interventions and differentiated instruction. This information serves as a context for learning about the role of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction.

RDG 542 ..... 3 credits

Curr Const & Assmt: Reading Methods for Secondary Settings

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

RES 708 ~ ..... 3 credits

Applied Research in Higher Education Administration

In this advanced research course, learners analyze and create data presentation strategies that translate complex research finding into

actionable policy decisions. Building on their practical knowledge of research methodologies, learners study the conceptual aspects of research and the ways in which these aspects aid in the production of meaningful change within educational institutions.

RES 711 ~ ..... 3 credits

Fundamental Principles of Sound Research

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 an overview of the research process, developing problem statements, framing research questions, conducting a literature review (with an emphasis on reading and evaluating existing research), and plagiarism.

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.

RES 721 ~ ..... 3 credits

Research Methods II

This research methods course is designed to transition learners from their research questions to selection and refinement of the specific methodology they will employ in their dissertation.

RES 722 ~ ..... 3 credits

Research Design

How to apply methods of research an statistics to your proposal are identified. Writing the prospectus, collecting and analyzing data, as well as posing research questions are the focus of this course. Emphasis is placed on University of Phoenix dissertation models.

RES 731 ~ ..... 3 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 732 ~ ..... 3 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 733 ~ ..... 3 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.

RES 741 ~ ..... 3 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.

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 during RES/750, determine which topic is the most effective and feasible to study, and continue refining the selected topic while learning about advanced qualitative, and quantitative issues (i.e., phenomenology, grounded emergence theory, critical theory, etc.).

RES 752 ~ ..... 3 credits

Research Constructs and Design

This course requires learners to synthesize the cumulative knowledge gained from the previous three courses in order to develop an initial working draft of the dissertation concept paper.

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.

RES 760R ..... 3 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 765 ~ ..... 3 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.

RES 770 ~ ..... 3 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 exam-

ined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.

SEC 518 ~ ..... 2 credits

Secondary Student Teaching Seminar I: The Professional Educator

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

SEC 519 ..... 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: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and/or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences

SEC 520 ..... 4 credits

Secondary Student Teaching Part B

This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program's e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

SEC 523CA ~ ..... 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: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and/or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences

SEC 524CA ~ ..... 4 credits

Secondary Student Teaching Part B

This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program's e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

SEC 525 ..... 4 credits

Secondary Student Teaching

This course emphasizes the practical application of educational theories and methods and on the design and implementation of the Teacher Work Sample. The course focuses on the following topics: the student teaching experience, the school culture, the learning environment, the Teacher Work Sample, and practical guidance in securing a teaching position. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 592 ~ ..... 3 credits

Secondary Student Teaching Seminar II

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: classroom management, design and implementation of the Teacher Work Sample, and strategies to increase parent communication and/or family and community involvement. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

SEC 594 ~ ..... 3 credits

Secondary Student Teaching Seminar III

This course provides students practical guidance in securing a teaching position. Students will develop resumes and cover letters, and obtain final letters of recommendation. The program's e-portfolio overall rating will be completed during this course. Assistance in preparing a professional portfolio for employment will be provided. Student rating using the Program Rubric will be determined.

SEI 500 ~ ..... 3 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 501 ..... 3 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.

SEM 700R ~ ..... 0 credits

Doctoral Program Orientation Seminar

Upon completion of this course, learners will have a stronger understanding of the scholar/practitioner/leader model and their doctoral program of study. The doctoral orientation seminar includes scholarly communication skills and the purpose and structure of the doctoral dissertation.

SOC 721 ~ ..... 3 credits

Social, Political, & Ethical Aspects of Higher Education

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

SPE 504 ..... 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 506 ..... 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. Communications through consultation and collaboration and professional/ethical practices are also considered.

SPE 511 ~ ..... 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 512 ~ ..... 3 credits

Special Education Assessment & 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.

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 514 ~ ..... 2 credits

Survey of Special Populations

This course provides an overview of the categories of exceptionality 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.

SPE 514CA ~ ..... 2 credits

Survey of Special Populations

This course provides an overview of the categories of exceptionality 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.

SPE 521 ..... 3 credits

Characteristics of Learning Disabilities

This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examine. 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 531 ~ ..... 3 credits

Characteristics of MR & Developmental Disabilities

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

SPE 537 ~ ..... 3 credits

Characteristics of Learning Disabilities

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

SPE 544 ~ ..... 3 credits

Characteristics of Emotional & Behavioral Disabilities

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 548 ~ ..... 2 credits

Special Education Student Teaching: Cross-Categorical, Seminar I

This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their e-portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

SPE 556 ~ ..... 3 credits

Characteristics of Physical & Health Disabilities

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

SPE 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 579 ..... 3 credits

Inclusion Strategies for the Special Educator

This course examine 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 collaboration activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 582 ~ ..... 3 credits

Special Education Student Teaching: Cross-Categorical, Seminar II

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 583 ~ ..... 3 credits

Special Education Student Teaching: Cross-Categorical, Seminar III

This course will focus on the design and implementation of the Teacher Work Sample. It 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.

SPE 557 ..... 3 credits

Collaboration with Families of Students with Disabilities

This course focuses on facilitating the interrelationship of varied services for students with disabilities. Emphasis is placed on working with parents, professionals, and community services.

SPE 558 ..... 3 credits

Transition Planning for Adolescents with Disabilities

This course focuses on the role of the special education teacher beginning with a student's referral and identification through their transition into adult living. Emphasis is placed on the needs of adolescents with cognitive and behavioral disorders in secondary school special education programs. Strategies to improve academic, social, career/vocational and transition skills are also discussed.

SPE 588 ~ ..... 4 credits

Special Education Student Teaching, Part A

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

SPE 589 ..... 4 credits

Special Education Student Teaching, Part B

This course will focus on the design and implementation of the Teacher Work Sample. It 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.

SPE 590 ..... 3 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.

STR 581 ~ ..... 3 credits

Strategic Planning and Implementation

This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.

STR GM581 ~ ..... 3 credits

International Strategic Planning and Implementation

This capstone course integrates international concepts from all prior courses in the program. Students apply the concepts of internationalizing strategic planning and implementation to create sustainable competitive advantage for an organization presented across borders. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, and direct foreign investment.

STR SB581 ~ ..... 3 credits

Implementing Business Strategy

This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to develop a business plan for a small or start-up business. Other topics include environmental scanning, strategic analysis, social responsibility, implementation, evaluation, and risk management.

STR TM581 ~ ..... 3 credits

Strategic Planning and Implementation in a Technological Enviornment

This content area capstone course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for a technical organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, portfolio management, and the business case for commercializing technology.

SYS 540 ~ ..... 3 credits

Systems Thinking and Performance Measurement

This course is designed to create an awareness of systems thinking in

a way that guides and influences the optimization of organizations. Students will learn how to analyze relevant data and apply performance measurement tools as a means to improve organizational performance. Topics include introduction of system thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis; results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement.

TMGT 570 ~.....3 credits

Management of Research and Development and Innovation

This course presents specific system concepts, methodologies, and tools to strategically plan technology developments, to effectively manage core competencies, and to integrate these technologies into existing or future products in order to remain competitive in the world economy. It involves the Research and Development (R&D) manager in the strategic development process used in the front end of the business to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are the techniques used to stimulate and manage innovation in the workplace. Students will begin to develop a master's project, which will be presented in the final specialization course.

TMGT 581 ~.....3 credits

Technology Transfer in the Global Economy

This course introduces the student to the concept of multinational enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilize technology transfer within a global business to meet the goals of the strategic plan. Students will continue to work on their master's project, which will be presented in the final specialization course.

TMGT 591 ~.....3 credits

Seminar in Technology Management

This seminar provides a forum for the study of technology management. The seminar draws upon and integrates complex business problem-solving scenarios. Students will define and solve a business problem, drawing upon skills and competencies mastered during the program. The principle outcome of the seminar will be the completion of a master's project introduced in the first and second of the three specialization courses.

TPA 001 .....1 credit

Subject Specific Pedagogy

This course addresses California's Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.

TPA 002 .....1 credit

Designing Instruction

This course addresses California's Teacher Performance Assessment: Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of this assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge, by planning instruction that is shaped by those student characteristics. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.

This page left blank intentionally.

CAMPUS DISABILITY SERVICES ADVISORS

Advisor Name	Location	Campus
Chera Evans	AL	Birmingham
Rich Cromwell	AR	NW Arkansas
Autumn Hemphill	AR	Little Rock
Online Campus	AZ	Online
Jane Hilsendager	AZ	Phoenix
Ruth Koch	AZ	Tucson
Jenna Johnson	AZ	Corporate
Stefani Rosenstein	AZ	Corporate
Stephanie Hill	CA	Sacramento--Chico/ Beale AFB
Alex Monsibais	CA	Central Valley--Bakers-field
Tonya McAllaster	CA	Central Valley--River Park (Fresno)
Lyle Burkett	CA	Bay Area--San Fran-cisco
Joan Rodrigues	CA	Bay Area--Fremont
Jonathan Vaughan	CA	Bay Area--Livermore
Jonathan Vaughan	CA	Bay Area--Stoneridge
Jackie Yancy	CA	Bay Area--Oakland
Nicole Laris	CA	Bay Area--Concord
Lyle Burkett	CA	Bay Area--Novato
Jackie Klinck	CA	Bay Area--San Jose
Lee Davis	CA	Sacramento--Gateway Oaks
Jenna Harvey	CA	Sacramento--FairField
Rebecca Vallez	CA	Sacramento--Lathrop
Rodney Green	CA	Sacramento--Rancho Cordova
Stephanie Hill	CA	Sacramento--Roseville
Amy Gingrich	CA	San Diego
Amy Gingrich	CA	So. Cal
Tiffany Trotter	CA	Sacramento--Elk Grove
Corina Herrera	CA	Central Valley--Visalia
Rebecca Vallez	CA	Sacramento--Modesto
Jamie Gibson	Canada	Calgary
Michael Roy	Canada	Vancouver
Carson Mitchell	CO	Denver--Lone Tree
Mindy Curley	CO	Denver--Aurora
Matthew Devine	CO	S. Colorado
Mindy Curley	CO	Denver--Fort Collins
Mindy Curley	CO	Denver--Northglenn
Minday Curley	CO	Denver--Westminster
Lynda Wilson	CT	Fairfield County
Crystal Karver	FL	South Florida
Nina Wade	FL	North Florida
Tony Atkinson	FL	Central Florida
Carol Bauer	FL	West Florida
Ericka Hilliard	GA	Atlanta
George Monk	GA	Columbus
Lindalee Grace	GA	Savannah
Rick Trump	GA	Augusta
Jade Shiroma	HI	Honolulu
Scott Stegg	IA	Des Moines
Joel Maier	ID	Boise
Scott Schulz	IL	Chicago
Scott Schulz	IN	Indianapolis
Scott Schulz	IN	NW Indiana
Cindy Yoakum	KS	Witchita
Scott Schulz	KY	Louisville
Krista Clark	LA	Shreveport-Bossier
Pietro Della Valenina Jr.	LA	Metairie
Christian Laudan, Jr.	LA	Lafayette
Sandra Walriven	LA	Baton Rouge
Cristina Barros	MA	Central MA
Cristina Barros	MA	Boston
Stacy Butler	MD	Maryland
Scott Schulz	MI	Detroit--Southfield
Scott Schulz	MI	Detroit--Livonia

Advisor Name	Location	Campus
Scott Schulz	MI	W.MI--Lansing/Kalamazoo Learning Centers
Scott Schulz	MI	W.MI--Grand Rapids
Scott Schulz	MI	Detroit--Ann Arbor
Scott Schulz	MI	Detroit--Macomb
Scott Schulz	MI	Detroit--Troy
Scott Schulz	MI	Detroit--Main
Scott Schulz	MN	Minneapolis/ St. Paul
Scott Schulz	MO	Springfield
Scott Schulz	MO	Kansas City
Scott Schulz	MO	St. Louis
Mark Amrein	NC	Raleigh
Vanessa Stuart	NC	Charlotte
Gina Cave	NE	Omaha
Martin Boyle	NJ	Jersey City
Cara Atencio	NM	Albuquerque
Nicole Unrue Mier	NM	Santa Teresa
Jimmy Armendariz	NM	El Paso
Rosalie Bryan	NV	Las Vegas
Naomi Layosa	NV	Reno
Scott Schulz	OH	Columbus
Scott Schulz	OH	Cleveland
Scott Schulz	OH	Dayton/Troy
Shelley Howell	OK	OK City
Julie Kelley	OK	Tulsa
Talitha Bandy	OR	Portland
Trina Smith	PA	Philadelphia
Shari Muench	PA	Pittsburgh
Helen Tallone	PA	Harrisburg
Mercedes Rivera-Vazquez	PR	Puerto Rico
Teri Johnson	SC	Columbia
E.W. Newlin	TN	Chattanooga
Luz Negron	TN	Nashville
Gary Harris	TN	Memphis

Advisor Name	Location	Campus
Abe Varughese	TX	Dallas/Ft. Worth
Michael Cullup	TX	Austin
Paul Cooper	TX	San Antonio
Patti Feather	TX	Houston
Susan Walker	UT	Salt Lake
Lori Wagoner	VA	Alexandria
Lori Wagoner	VA	N. Virginia
Arnold James	VA	Richmond
Kylene Lloyd	WA	Spokane
Miriam Williams	WA	Seattle
Scott Schulz	WI	Milwaukee
Scott Schulz	WI	Fox Valley Learning Center
Scott Schulz	WI	Madison
Jeanette Pickinpaugh	WY	Cheyenne

Mountain Region

Arizona Campuses

Phoenix Area Campuses

800 776-4867

Chandler Campus

2975 West Linda Lane
Chandler, AZ 85224-7340
480 557-2800
480 557-2805 FAX

Mesa Campus

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

Northwest Campus

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

Phoenix Campus

4635 East Elwood Street
Phoenix, AZ 85040-1958
480 804-7600
480 557-2320 FAX

West Valley Campus

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

Southern Arizona Campuses

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

Fort Huachuca Campus

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

Nogales Learning Center

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

Tucson - River Road Campus

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

Sierra Vista Campus

500 East Fry Boulevard
Suite #410
Sierra Vista, AZ 85635-1821
520 417-2080
520 417-2099 FAX

Yuma Learning Center

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

Idaho Campuses

Idaho Campus

3080 E Gentry Way
Suite #150
Meridian, ID 83642-3014
208 888-1505
208 888-4775 FAX

Nevada Campuses

Las Vegas Main Campus

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

Henderson Learning Center

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

Nellis AFB Campus

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

Northwest Learning Center

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

Northern Nevada Campus

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

Southwest Learning Center

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

Utah Campuses

Utah Campus

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

North Davis Learning Center

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

Pleasant Grove Learning Center

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

St. George Learning Center

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

Taylorsville Learning Center

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

Plains Region

Wyoming Campus

6900 Yellowtail Road
Cheyenne, WY 82009-6102
307 632-3059
307 632-7429 FAX

Colorado Campuses

800 441-2981

Colorado Campus and Regional Office

10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 694-9093
303 662-0911 FAX

Aurora Campus

3151 South Vaughn Way,
Suite #100
Aurora, CO 80014-3517
303 755-9090

Fort Collins Learning Center

2809 East Harmony Road
Suite #160
Fort Collins, CO 80526-3109
970 226-1781

Turnpike Campus

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

Southern Colorado Campus

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

South Circle Drive

2864 South Circle Drive
Colorado Springs, CO 80906-4114
719 527-9000
719 527-4892 FAX

Pueblo Student Resource Center

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

Iowa Campus

Des Moines Campus

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

Cedar Rapids Student Resource Center

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

Nebraska Campus

Omaha Campus

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

Southwest Region

New Mexico Campuses

800 333-8671

New Mexico Campus

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

East El Paso Learning Center

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

Kirtland AFB Campus

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

Santa Fe Campus

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

Santa Teresa Campus

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

Texas Campuses

Austin Campus

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

Clear Lake Learning Center

16055 Space Center Blvd.
Houston, TX 77062-6251

Dallas Campus

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

Plano Student Resource Center

5760 State Highway 121
Suite #250
Plano, TX 75024

Las Colinas Learning Center

1707 Market Place Boulevard
Irving, TX 75063-8042

Houston Campus

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

Northwest Houston Learning Center

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

San Antonio Campus

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

West Loop Learning Center

4888 Loop Central Drive
Houston, TX 77081-2214

Arlington Student Resource Center

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

Oklahoma Campuses

Oklahoma City Campus

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

Norman Learning Center

1370 North Interstate Drive
Norman, OK 73072-3393
405 292-5008
405 292-5018 FAX

Tulsa Campus

10810 East 45th Street
Suite #102
Tulsa, OK 74146-3801
918 622-4877
918 622-4981

Midwest Region

800 834-2438

Midwest Region Administration

Kansas Campuses

Lenexa Learning Center

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

Wichita Campus

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

Topeka Student Resource Center

2850 SW Mission Woods Drive
Topeka, KS 66614-5616

Michigan Campuses

Ann Arbor Learning Center

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

Detroit Campus

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

Livonia Campus

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

Macomb Learning Center

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

Southfield I Learning Center

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

Town Center Learning Center

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

West Michigan Campus

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

Kalamazoo Learning Center

8175 Creekside Drive
Suite #110
Portage, MI 49024-5370
269 324-4687
269 324-5570 FAX

Lansing Learning Center

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

Minnesota Campuses

Minneapolis/St. Paul Campus

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

St. Paul Learning Center

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

Missouri Campuses

Des Peres Learning Center

12412 Powerscourt Drive
Suite #175
St. Louis, MO 63131-3635
314-298-9755

Kansas City Campus

901 East 104th Street
Kansas City, MO 64131-4517
816 943-9600
816 943-6675 FAX

Northland Learning Center

10150 NW Ambassador Drive
Kansas City, MO 64153-1365

O'Fallon Learning Center

1120 Technology Drive
Suite #103
O'Fallon, MO 63368-2242

Springfield Campus

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

St. Louis Campus

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

Downtown St. Louis Learning Center

211 North Broadway

Suites 120 & 900
St. Louis, MO 63102

Lenexa Learning Center

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

Ohio Campuses

Cleveland Campus

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

Beachwood Learning Center

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

Cincinnati Campus

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

Dayton Learning Center

7695 Poe Avenue
Dayton, OH 45414-2552
937 898-3732
937 898-5071 FAX

Florence, KY Learning Center

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

Columbus-Ohio Campus

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

Wisconsin Campuses

Milwaukee Campus

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

North Milwaukee Student Resource Center

500 West Silver Spring Drive, Suite K-200
Glendale, WI 53217
414-978-1700

Madison Campus

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

Fox Valley Learning Center

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

Illinois Campuses

Chicago Campus

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

Downtown Learning Center - Chicago

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

Warrenville Learning Center

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

Tinley Park Learning Center

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

Indiana Campuses

Indianapolis Campus

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

NW Indiana Campus

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

Kentucky Campuses

Louisville Campus

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

Southeast Region

Alabama Campus

Birmingham Campus

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

Arkansas Campuses

Little Rock Campus

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

Northwest Arkansas Campus

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

Louisiana Campuses

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

Baton Rouge Learning Center

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

Lafayette Learning Center

202 Rue Iberville
Lafayette, LA 70508-3295
337 237-0464

Shreveport-Bossier Learning Center

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

Tennessee Campuses

Chattanooga Campus

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

Nashville Campus

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

Memphis Campus

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

Franklin Learning Center

377 Riverside Drive
Franklin, TN 37064-5560

Georgia Campuses

North Alpharetta Learning Center

1725 Winward Concourse Parkway
Building #250
Alpharetta, GA 30005-1784
770 776-2401
770 777-9422 FAX

Atlanta Campus

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

McDonough Learning Center

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

DeKalb Learning Center

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

Augusta Campus

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

Columbus-Georgia Campus

4747 Hamilton Road, Suite E
Columbus, GA 31904-6321
706 320-1266
706 320-1970 FAX

Brookstone Learning Center

200 Brookstone Centre Parkway, Suite 300
Columbus, GA 31904-4559

706 641-3000
706 641-3001 FAX

Gwinnett Learning Center

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

Marietta Learning Center

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

Savannah Campus

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

Florida Campuses

South Florida Campus

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

Miami Learning Center

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

Cypress Creek Learning Center

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

Palm Beach Gardens Learning Center

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

Miramar Learning Center

2400 SW 145th Avenue
Miramar, FL 33027-4145

North Florida Campus

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

Orange Park Learning Center

5505 Plaza Circle, Suite # 100
Orange Park, FL 32073-2860
904 636-6645
904 215-3599 FAX

Central Florida Campus

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

Daytona Learning Center

1540 Cornerstone Blvd.
Suite 100
Daytona, Florida 32117

South Orlando Learning Center

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

East Orlando Learning Center

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

West Florida Campus

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

Sarasota Learning Center

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

Westshore Learning Center - Tampa

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

St. Petersburg/Clearwater Learning Center

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

North Carolina Campuses

Charlotte Campus

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

Charlotte East Student Resource Center

7520 East Independence Blvd
Suite #100
Charlotte, NC 28227

Charlotte North Learning Center

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

Raleigh Campus

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

Brier Creek Learning Center

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

Fayetteville Student Resource Center

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

Greensboro Student Resource Center

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

Durham Learning Center

8041 Arco Corporate Dr.
Suite #100
Durham, NC 27617-2010

South Carolina Campus

Columbia Campus

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

Puerto Rico Campuses

Puerto Rico Campus

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

Northeast Region

Connecticut Campus

Fairfield County

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

Deleware Campus

Deleware Student Resource Center

1000 N. West Street
Suite #1200
Wilmington, DE 19801

Virginia Campuses

Arlington Learning Center

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

Fairfax Learning Center

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

Northern Virginia Campus

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

Richmond Campus

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

Maryland Campuses

Maryland Campus

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

Greenbelt Learning Center

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

Rockville Learning Center

9601 Blackwell Road,
Suite #1
Rockville, MD 20850-6477

240 314-0511
240 314-0139 FAX

Timonum Learning Center

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

Massachusetts Campuses

Greater Boston Campus

100 Grossman Drive
Suite #201
Braintree, MA 02184-4949
781 843-0844
781 843-8646 FAX

Burlington Learning Center

One Van de Graaff Drive
Suite #300
Burlington, MA 01803-5171

Central Massachusetts Campus

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

New Jersey Campus

Jersey City Campus

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

Pennsylvania Campuses

Harrisburg Campus

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

Philadelphia Campus

170 South Warner Road
Suite # 200
Wayne, PA 19087-2121
610 989-0880
619 989-0881 FAX

Lower Bucks County Learning Center

311 New Rodgers Road
Levittown, PA 19056-1029
215 752-0700
215 752-0671 FAX

City Center Learning Center

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

Pittsburgh Campus

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

Monroeville Learning Center

201 Penn Center Boulevard
Building One, Suite #200
Pittsburgh, PA 15235-5435
412 823-8930
412 823-8879 FAX

Washington Learning Center

90 West Chestnut Street
Washington, PA 15301-4524

Washington, DC Campus

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

West Region

Northern California Central Office and Campuses

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

Livermore Learning Center

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

Novato Campus

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

Oakland Learning Center

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

San Francisco Learning Center

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

San Jose Campus

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

Bay Area Campus

7901 Stoneridge Drive,
Suite #130
Pleasanton, CA 94588-3677
800-769-4867
925 416-4000
925 734-6350 FAX

Concord Learning Center

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

Visalia Learning Center

301 E. Acequia
Visalia, CA 93291-6341

Fremont Learning Center

40440 Encyclopedia Circle
Fremont, CA 94538-2446
800 266-2107
510 661-0206 FAX

Bakersfield Campus

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

Central Valley Campus

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

Shaw Campus

2490 West Shaw
Fresno, CA 93711-3305

Sacramento Campuses

Sacramento Valley Campus

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

Beale AFB Campus

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

Elk Grove Learning Center

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

Fairfield Learning Center

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

Gateway Oaks Learning Center

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

Lathrop Campus

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

Modesto Learning Center

3600 Sisk Road #5A
Modesto, CA 95356-0532
209 543-0153
209 543-0236 FAX

North Valley Learning Center

500 Orient Street
Chico, CA 95973-5670
530-898-8159
530 342-5183 FAX

Rancho Cordova Learning Center

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

Roseville Learning Center

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

San Diego Campuses

800 473-4346

Palm Desert Learning Center

75-153 Merle Drive
Suite F and Suite G

Palm Desert, CA 92211-5197
760 340-7499
760 323-7519 FAX

Chula Vista Learning Center

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

Downtown San Diego Learning Center

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

San Diego Campus

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

Stonecrest Campus

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

El Centro Learning Center

2409 La Brucherie Road
Imperial, CA 92251-9590
800 473-4346

San Marcos Learning Center

277 Rancheros Drive, Suite #200
San Marcos, CA 92069-2976
760 510-8253
760 510-8420 FAX

Southern California Campuses

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

Culver City Learning Center

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

Diamond Bar Campus

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

Gardena Campus

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

Laguna Hills Learning Center

23046 Avenida de la Cariota
Laguna Hills, CA 92653-1548

La Mirada Campus

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

Lancaster Learning Center

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

Long Beach Learning Center

5000 E. Spring Street
Suite #400
Long Beach, CA 90815-1270
800 888-1968

Murrieta Learning Center

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

Ontario Learning Center

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

Pasadena Campus I

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

San Bernardino Campus

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

Southern California Campus

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

Woodland Hills Campus

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

Hawaii Campuses

Hawaii Campus

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

Kapolei Learning Center

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

Miliani Learning Center

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

Windward Campus

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

Washington Campuses

877 877-4867

Western Washington Campus

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

Bellevue Learning Center

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

Eastern Washington Campus

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

Tacoma Learning Center

1145 Broadway Plaza
Suite #500
Tacoma, WA 98402-3583
425 572-1600
253 460-6451 FAX

Oregon Campuses

13221 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 403-2900
503 670-0614 FAX

Clackamas Campus

12550 SE 93rd Avenue
Suite #300
Clackamas, OR 97015-9786
503 403-2900
503 653-1910 FAX

Hillsboro Learning Center

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

Salem Learning Center

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

Vancouver Learning Center

500 E. Broadway
Suite 200
Vancouver, WA 98660-3321
360 993-7800

Online Region

Online Campus and Administrative Offices

3157 East Elwood Street
Phoenix, AZ 85034-7209
800 366-9699
602 387-7000
602 387-6020 FAX

Axia College of University of Phoenix

800 822-1329

International Campuses

Canada Campuses

Vancouver Campus

4401 Still Creek Drive,
Suite # 200
Burnaby, British Columbia
V5C 6G9
604 205-6999
604 205-9049 FAX

Calgary Campus

Petro-Canada Centre, West Tower

Suite 3000, 150 - Sixth Ave SW
Calgary, Alberta,
Canada T2P 3Y7
403 538-5320
403 538-5322 FAX

The Netherlands Campus

Rivium eerste straat 1
2909 LE Capelle aan den Ijssel
The Netherlands
011 31 10 288 6344
011 31 10 288 6349 FAX

European Military Campus

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

Asia Pacific Military Campus

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

This page left blank intentionally.

UNIVERSITY ADMINISTRATION

Board of Directors

Dr. William Pepicello
President
University of Phoenix

Charles B. Edelstein
Director, Chief Executive Officer
Apollo Group, Inc.,

Dr. John G. Sperling
Apollo Group, Inc.
Founder, Interim Chairman

Richard Bond
Bond & Company, Inc.
Chairman

Alan Wheat
Wheat and Associates
Former U.S. Congressman

William Goodling
Former U.S. Congressman
Former Chairman,
Committee on Education and the Workforce

John L. Burton
Former California Senator
John Burton Foundation for Homeless Children

Hedy Govenar
Founder and Chairwoman
Governmental Advocates

Senior Administration

Larry Fleischer, MBA
Vice President of Finance (Apollo)

William Pepicello, PhD
President

Dianne Pusch, MBA
Executive Vice President

Adam Honea, PhD
Provost/Senior Vice President

Tandy Elisala-Wiest, MAOM
Vice President of University Services

Nancy Cervasio, MC
Vice President of Student Services

Trish Elliot
Vice President of Enrollment

Jeff Sonnenberg
Vice President of Financial Services

Campus Administration

WESTERN REGION-JENNIFER CISNA-RVP

Bob Eoff,
Director
Sacramento Campus

Kim Savich, MBA/GM
Director
San Diego Campus

Jennifer Cisna, MA
Regional Vice President
Western Region
Vice President/Director
Southern California Campus

Julayne A. Hoffmeier, MAEd
Vice President/Director
Northern California Campus

LeeAnne Herbold, MAOM
Associate Director, Southern California

Matt Johnston
Director
Southern California Campus

Ann Tye
Associate Director
Central Valley, Campus

Flint Holland
Associate Director
Oregon Campus

Paul Green, MBA
Associate Campus Director
Spokane Campus

Alexis Lim
Campus Director
Seattle Campus

Gene Shofner
Interim Director
Hawaii Campus

MOUNTAIN REGION-MARK CAMERON-RVP

Darris Howe, MPA
Vice President/Director
Utah Campus

Gregg Johnson, Ed.D.
Educational Leadership Director
Tucson Campus

Bill Bach
Director
Idaho Campus

Lisa Ackerman, MAEd
Director
Las Vegas Campus

Mark Cameron, Ph.D
Regional Vice President
Mountain Region

Craig Bartholomew
Director
Phoenix Campus

SOUTHWEST REGION-JAY GOIN-RVP

Jay Goin, MBA
Regional Vice President
Southwest Region

Randy Lichtenfeld, MBA
Vice President/Director
State Vice President - New Mexico Campus

Troy Thomas, MBA
Director
Oklahoma City Campus

Lori Santiago, MBA/EB
State Vice President-Oklahoma
Vice President/Director - Tulsa Campus

Dawn Owens
Campus Director
Dallas Campus

Brent M. Fitch, MBA
Vice President/Director
Dallas Campus

Chris Helmueller
Director
Austin, Texas Campus

Wally Hedgecock, MSEd
Vice President/Director
San Antonio Campus

Christinea Robinson Grochett
Associate Campus Director
Houston Campus

PLAINS REGION - Chad Bandy-RVP

Cynthia Yoakum, BBA
Associate Director
Wichita Kansas Campus

Ingrid Berlin, MA
Vice President/Director
Omaha, NE Campus

Chris Mason, MAOM
Associate Director
Des Moines Campus

Jeannine Lake
Director

Colorado Springs, CO Campus

Tammy Fernandez
Vice President/Director
Denver, CO Campus

MIDWEST REGION-JERRAD TAUSZ-RVP

Brianna Houlihan
Campus Director
Madison, Wisconsin Campus

Craig Jacob
Director
West Michigan Campus

Gina Cuffari, MAOM
VP/Director
Ohio Campuses

Chris Montagnino, MAOM
Director
Cincinnati/Dayton Campus

Doris Savron, MBA
Campus Director
Columbus, OH Campus

Jeremiah Hood
Campus Director
St. Louis Campus

Michael Kaley
Vice President/Director
Chicagoland Campus

Don Johnson
Acting Director
Minneapolis/St. Paul Campus

Janice Cardwell
Director
Detroit Campus

Jerrad Tausz, MAOM
Regional Vice President
Midwest Region

Robyn Criswell-Bloom
Director
Springfield MO Campus

Brian Messer, MBA
Director
Kansas City Campus

Anne Gillespie, MBA
Vice President/Director
Indianapolis Campus

Jennifer Khadivar
Learning Center Director
Northwest Indianapolis Campus

Scott Mall
Director
Louisville Campus

NORTHEAST REGION-TIM MOSCATO-RVP

Elden Monday, MBA
VP
New Jersey and Pennsylvania Campuses

Cyndie Shadow, Campus
Director, Washington, DC, Northeast Region

Zemble, Stephen, B.S.E.d,
Campus Director
Jersey City Campus

Kristine Thayer
Associate Campus Director
Massachusetts Campuses

Lynda Wilson
Director
Fairfield, CT

Michael Bard, MM
Director
Harrisburg Campus

Tim Moscato
Regional Vice President
Northeast Region (Northern Virginia & Washington, DC)

Todd Cunningham, BSIT
Director
Pittsburgh Campus

Will Paul
Director
Maryland Campus

Emily Buzzelli
Campus Director
Northern Virginia

Gregg Crowe
Associate Director
Richmond

SOUTHEAST REGION-JODIE PLOESSL-RVP

Michael Hearon
Associate Campus Director
North Florida

Jorge Rivera, MBA
Director
Puerto Rico Campus

Brent Lyons
Director
Louisiana Campus

Candice Borchik
Director
Columbia, SC Campus

David Fitzgerald, MAOM,
Associate Director
Raleigh Campus

Adriana Garay
VP/Director
South Florida Campuses

Justin Hallock, MAOM
VP/Director
West Florida Campuses

Jodie Ploessl, MBA
Regional Vice President
Southeastern Region

Jennifer Rodriguez
Associate Director
Central Florida Campuses

Lynn Mulherin, MAOM
Vice President/Director
Florida Campuses

Ryan Ball, MBA/TM
VP/Director
Nashville Campus

Mark Mendoza, MA/MBA
Associate Campus Director
Chattanooga Campus

Corell Herbert, MBA
Associate Campus Director
Memphis Campus

Shane Clem, MAOM
Vice President/Director
Georgia Campuses
Director - Atlanta Campus

Stephen Flatt, MBA
Vice President/Director
Atlanta Campus

Shelby Frutchey
Associate Director
Savannah Campus

Lisa Nucci
Associate Director
Columbus Campus

Asher Haines
Director
Augusta Campus

Luke Campbell
Associate Director
Northwest Arkansas Campus

Wade Anderson, MBA
Vice President/Director
State Vice President - Arkansas, Director, Little Rock Main Campus

Roger Rocha
Director
Birmingham, AL Campus

Alex Diaz, BS/General Business
VP/Director
North Carolina (Charlotte)

Cheri Sorenson
Regional Vice President/
Director
Online Campus

Online Campus
Axia College of University of Phoenix

Peter Martinez
VP/Director

Intl., Canada, Europe, Middle East, Latin America

Mike Bibbee, MBA
Vice President/Director
Military Campus

Tom Hawks , PhD
Director, Overseas Military Programs, Asia-Pacific

Denny Bates, MBA
Director, Overseas Military Programs, Europe

Daren Hancott, MBA
Campus Director
Vancouver, British Columbia Campus (Canada)

Mike Brousseau, Ph.D
Campus Director
Calgary, Alberta, Campus (Canada)

Jason Schrott
Vice President/Director
Intl., Far East

ACADEMIC CABINET AND FACULTY

Administration/Public Members

Public Member of the Board/ Chair

President, Member ex-officio

Provost and Senior Vice President for Academic Affairs/Vice Chair

Vice President of Academic Operations

Representatives for the John Sperling School of Business and Technology:

Dean

One Administrative Faculty member

One Lead Faculty member

One Associate Faculty member

Representatives for the Artemis School of Education, Health and Human Services:Dean

One Administrative Faculty member

One Lead Faculty member

One Associate Faculty member

Representatives for the School of Advanced Studies: Dean

One Administrative Faculty member

One Lead Faculty member

One Associate Faculty member

Representatives for Axia College: Dean

Two faculty members

Representative for University Learning Resources:Dean

FACULTY

JOHN SPERLING SCHOOL OF BUSINESS - UNDERGRADUATE

Dean
Freda Hartman, PhD
University of North Texas

Associate Dean
Morgan, Hal D., MBA
Touro University International

Associate Dean
Goldsmith, Kenneth, J.D.
University of Florida

Senior University Research Chairs
Goes, James, PhD
University of Oregon
Gazzara, Kevin, DM
University of Phoenix
McKinstry, Natalia, JD
Washington University in St. Louis

University Research Chairs
Dansby, Robert L., Ph.D
Southern Illinois University
Fogarty, David MBA
Fairfield University
Heil, Alexander Ph.D.
University of Glamorgan
Jennex, Murray Ph.D.
Claremont Graduate University
Sussan, Aysar DBA
Nova Southeastern University
Tokic, Damir Ph.D.
University of Texas
Umeh, Jay Ph.D.
Texas Tech University
Zula, Kenneth J., Ph.D.
Pennsylvania State University

Campus College Chairs

Albuquerque Campus
Edelman, Charles W., MBA
University of New Mexico

Atlanta Campus
Levith, Earl, MS
Rensselaer Polytechnic Institute

Augusta-Georgia Campus
Mandle, C. Mike, MBA
University of Phoenix

Austin Campus
Carroll, John MSAE, MBA
North Dakota State University

Bay Area Campus
Genin, Vladimir, PhD
Moscow University

Greater Boston Campus
Moroz, Allison, JD
Southern New England School of Law

Central Massachusetts Campus
Moroz, Allison, JD
Southern New England School of Law

Central Valley Campus
Blanton, Doris, MAOM
University of Phoenix

Charlotte Campus
Kamel , Ahmed, DENG
Auburn University

Chicago Campus
Sprague, Charles, MS
National-Louis University

Cincinnati Campus
Ursini, Nick, MBA
Wake Forest University

Cleveland Campus
Tolbert, Barry, MS
State University of New York at Binghamton

Columbia, SC Campus
Southergill, Glen MBA
University of Phoenix

Columbus, GA Campus
Gordon, Jeffrey D., MAOM
University of Phoenix

Dallas Campus
Stokes, Robert, MS
University of Southern California

Colorado Campus
Hebert, Michael A., MS
Colorado School of Mines

Detroit Campus
Green, Janisse MSA
Central Michigan University

Fairfield CT Campus
Coughlan, Thomas, MS
University of Bridgeport

Harrisburg Campus
Fullerton, Ernest, PhD
University of Pittsburgh

Hawaii Campus
Corpuz-Kuhl, Divina

Houston Campus
Breslauer, David MBA
University of Houston

Idaho Campus
Maier, Joel, MS
Southern Wesleyan College

North Florida Campus
Carol Eichling, Ed.S
Nova Southeastern University

Kansas City Campus
Arnold, George, MA
Webster University

Memphis Campus
Ackerman, Joe, MBA
Lindenwood University

Online Military Asia Campus
Hagan, Melvin Ph.D.
Touro University International

Online Military Europe Campus
Gasser, William DM
University of Phoenix

Milwaukee Campus
Goodwyn, Walter, MBA
Appalachian State University

Minneapolis/St. Paul Campus
Piltz, David, DBA
Nova Southeastern University

Nashville Campus
Manning, Lonnie, Jr., MBA
Georgia State University

Louisiana Campus
Browning, Kevin, MAOM
University of Phoenix

Northern Nevada Campus
Covert, James, MBA
Pepperdine University

Northern Virginia Campus
Harvey, Arnold, MBA
Iona College

NW Indiana Campus
Hopkins, Beverly, MBA
Butler University

Indianapolis Campus
Hopkins, Beverly, MBA
Butler University

Oklahoma City Campus
Compton, Joseph MA
Saint Mary's University

Online Campus
Bratt, Carol JD
University of Texas

Oregon Campus
Mostafavi, Mike, M.S.
Portland State University

Philadelphia Campus
Baker, Bill, MBA
Drexel University

Phoenix Campus
Pearson, Gloria D., MBA
De Paul University

Pittsburgh Campus
Fullerton, Ernest, PhD
University of Pittsburgh

Puerto Rico Campus
Hernandez, Ana
MBA/MHRM
Inter American University of Puerto Rico

Raleigh Campus
Irwin, Kathleen (K.C.), MBA
The University of North Carolina at Charlotte

South Florida Campus
Robinson, Gina, MS, RN
Barry University

Sacramento Campus
Maynard, Tamara, MAOM
University of Phoenix

San Diego Campus
Rodisch, Jim MBA
University of Phoenix

Santa Teresa NM Campus
Campos, Carlos MAOM
University of Phoenix

Savannah Campus
Meyers, Jenny, MBA
Edgewood College

Southern California Campus
Reams, Lester S., DPA
University of La Verne

South Florida Campus
Ali, Gail, MS
Nova Southeastern University

Southern Arizona Campus
Ardern, William, MBA
University of Rochester

Springfield Campus
Asher, Robin MBA
Southwest Baptist University

West Florida Campus
Harvey, Maurice R., DM
University of Phoenix

Tulsa Campus
Jacobs, Toni, MS
Southern Nazarene University
Utah Campus
Benner, Paul N., MBA
University of Phoenix
Vancouver Campus
Mason, Rebecca, MBA
George Washington University
Western Michigan Campus
Freeman, Judd, J.D.
Wayne State University
Wichita Campus
Munday, Donald, Ed.D.
Oklahoma State University

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

- Financial Planning and Control
- Law and Ethics
- Management
- Policy, Planning, and Development

Faculty
For a list of local faculty in the College of Undergraduate Business and Management, contact your campus Director of Academic Affairs.

JOHN SPERLING SCHOOL OF BUSINESS - GRADUATE

Dean
Lindquist, Brian G., PhD
Purdue University
Associate Dean
Berry, Willard (Bill), MBA
Fontbonne University
Associate Dean
Fleming, Alisa, MBA
Western International University
Assistant Dean
Larson, Norman, MAEd.
University of Phoenix
Campus College Chairs
Arkansas Campus
Love, Paul D., JD
Pepperdine University
Atlanta Campus
Dunn, Leslie Ann, J.D.
Pepperdine University
Augusta GA Campus
Mandl, Charles. M., MBA
University of Phoenix
AustinTX Campus
Ngenge, Wawa, Ph.D.
Texas A & M University
Bay Area Campus
Tilley, Merten A., Ph.D.
The Union Institute & University
Greater Boston Campus
Diciccio, John Ph.D
Capella University
Central Florida Campus
Miller, Robert, MAOM
University of Phoenix
Central Massachusetts Campus
Diciccio, John Ph.D
Capella University
Charlotte Campus
Kocharyan, Aleksandr, D.P.S.
Moscow State University, Russia
Chicagoland Campus
Pamukcu, Omer, Ph.D.
Istanbul University, Turkey
Cincinnati Campus
Payne, Mary Jo, Ph.D.
The Union Institute & University
Cincinnati Campus
Cefalo, Wanda, MA
Seton Hall University
Cleveland Campus
Wongchai, Sasicha, Ph.D.
Texas A & M University
Columbia, SC Campus
Southergill, Glen MBA
University of Phoenix
Maryland Campus
Shihadi, Maurice Ed.D
Pepperdine University
Columbus GA Campus
Futyma, Frank, M.M.
Lesley University
Fairfield CT Campus
O'Conner, John J. Esq., LLM
New York University
Dallas/Ft.Worth Campus
Grabarczyk, John, D.B. A.
Nova Southeastern University
Detroit Campus
Zajac, Charles, JD
Detroit School of Law
Military Europe Campus
Gasser, William
Indianapolis Campus
Hopkins, Beverly, MBA
Butler University
Hawaii Campus
Corpez-Kuhl, Divina
Houston Campus
Romano, Kenneth DM
University of Phoenix
Idaho Campus
Joel Maier, MSSM
Southern Wesleyan University
Kansas City Campus
Kass, Mark, Ph.D.
University of Missouri
Louisiana Campus
Holloway, Barbara, MBA
California State Polytechnic University
Memphis Campus
Stabile, Tara Ed.D
Argosy University
Milwaukee Campus
Goodwyn, Walter, M.B.A.
Appalachian State University
Minnesota Campus
Piltz, David, D.B.A.
Nova Southeastern University
Northern Nevada Campus
Larkin, Robert, M.S.
Michigan State University
Nashville Campus
McCord, James W. (Walt), MBA
Middle Tennessee State University
North Florida Campus
Polding, Brian, Ph. D.
University of Florida
Northern Virgina Campus
McMaster, Susan, Ph.D.
University of Illinois
NW Indiana Campus
Hopkins, Beverly, MBA
Butler University
Tulsa OK Campus
Autrey, Allen, J.D.
University of Oklahoma
Online Campus
Love, George, MBA
University of Phoenix
Patterson, Jill MBA
University of Phoenix
Online Military Asia Campus
Hagan, Melvin Ph.D.
Touro University International
Online Military Europe Campus
Hagan, Melvin Ph.D.
Touro University International
Oregon Campus
Mostafavi, Mike, M.S.
Portland State University
Philadelphia Campus
Dennis Brennan, MBA
Drexel Institute of Technology
Phoenix Campus
Sherman, C. Patrick, DM
University of Phoenix
Puerto Rico Campus
Segarra-Roman, Clara, D.B.A.
Pontifical Catholic University of Puerto Rico
Raleigh Campus
Erickson, Elaine Ph.D
Walden University
Richmond VA Campus
Moss, Ken, Ph.D.
Regent University
Sacramento Campus
Sheaffer, Timothy A., J.D.
University of the Pacific
San Antonio Campus
Richards, Neil DBA
University of Phoenix
San Diego Campus
MacIsaac, Nan JD
Western State University College of Law
Savanah Campus
Meyers, Jenny M., MBA
Edgewood College
Seattle Campus
Bonner, Julie MBA
Averett University
Southern California Campus
Guzman, Carlos, PhD
Saybrook Graduate School and Research Center
Southern Arizona Campus
Lewis, Jon, MAEd

Chapman University

Las Vegas Campus

Leon, Daniel, Jr., D.P.A.
University of La Verne

St. Louis Campus

Charlie Neuman, MBA
University of Phoenix

West Florida Campus

D'Urso, Patricia A., MM
Pennsylvania State University

Utah Campus

Sardoni, Kenneth MCIS
University of Denver

Vancouver Campus

Ghassem, Zarbi Ph.D
Sophia University

Western Michigan Campus

Freeman, Judd, J.D.
Wayne State University

Wichita Campus

Munday, Donald, Ed.D.
Oklahoma State University

Campus Area Chairs

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

- Accounting
- Economics
- Financial Planning and Control
- General Business and Strategic Management
- Information Systems
- Law and Ethics
- Management (General and Operations)
- Marketing
- Organizational Behavior and Development
- Quantitative Analysis and Applied Research

Faculty

For a list of local faculty in the College of Graduate Business and Management, contact your campus Director of Academic Affairs.

COLLEGE OF ARTS AND SCIENCES

Dean

Leman, Tom, D.A
Idaho State University

Associate Dean

Baderman, Barbara, MBA
University of Phoenix
McCollum, Kacie C., Ed.D
University of Massachusetts

Campus College Chairs

Atlanta Campus

Muirhead, Brent, D.Min, Ph.D.
Capella University, Grand Rapids Baptist Seminary

Augusta Campus

Mandl, Charles M., MBA/GM
University of Phoenix

Austin Campus

Sisk, Grant, Ph.D.
University of North Texas

Boston Campus

Pacy, Ron Ph.D.
State University of New York College of Buffalo

Central Massachusetts Campus

Pacy, Ron Ph.D.
State University of New York College of Buffalo

Central Valley Campus

Lucht, Gary C., DMin.
Fuller Theological Seminary

Cheyenne Campus

Kuhlman, Carla K., PhD
Fielding Graduate Institute

Cincinnati Campus

Cefalo, Wanda, MA
Seton Hall University

Cleveland Campus

Tri, Jeany, M.Ed.
University of Akron

Columbus, Ohio Campus

Koloze, Jeff, Ph.D.
Kent State University

Columbus, GA Campus

Gordon, Jeffrey D., MAOM
University of Phoenix

Dallas Campus

Jackson, Melissa E., MA
Webster University

Denver Campus

Kuhlman, Carla K., PhD
Fielding Graduate Institute

Detroit Campus

Bean, Erik P., Ed.D
University of Phoenix

Fairfield County, CT Campus

Poor, Brenda, MS
University of Louisiana at LaFayette

South Florida Campus

Kaber, Jerry MSED
Nazareth College

Hawaii Campus

Rzeszewski, Jessica, MS
California State University, Fullerton

Houston Campus

Farenick, Kenneth A., Ed.D.
Texas Southern University

Idaho Campus

Joel Maier, MS
Roberts Wesleyan University

Illinois Campus

Ramacitti, David F., MA
University of Northern Iowa

Indianapolis Campus

King, Barbara E., MA
Western Michigan University

Jersey City Campus

Levit, Robert A., Ph.D.
Columbia University

North Florida Campus

Strain, Lega K., MS
Texas Christian University

Kansas City Campus

Moore, Kristen E., MEd
Colorado State University

Little Rock Campus

Elder, Steve, MLA
Henderson State University

Louisiana Campus

Ryerson, Sunny A., MS
University of Arizona

Maryland Campus

Sanders, Mark L., MS
National-Louis University

Memphis Campus

Alexander, Beverly, MEd
Trevecca Nazarene University

Milwaukee Campus

Schmid, Beverly, MS
University of Wisconsin

Minneapolis/St. Paul Campus

Kangas, Lisa, Ph.D.
Capella University

Nashville Campus

Reinsch, Richard M., M.Ed.
Vanderbilt University

Nevada Campus

Miah, Mohammed, Ed.D.
Nova Southeastern University

New Mexico Campus

Kelli Livermore, MA
University of New Mexico

North Carolina Campus

Nethery, Melissa, MDiv
Southern Baptist Theological Seminary

Northern California Campus

Van Guilder, Constance E., MA
Sonoma State University

Northern Nevada Campus

Covert, James, MBA
Pepperdine University

Northern Virginia Campus

Jay Familant, Ph.D.
Ohio Universtiy

Northwest Indiana Campus

King, Barbara E., MA
Western Michigan University

Oklahoma City Campus

Wilburn, Judith A., M.Ed.
University of Central State Oklahoma

Online Campus

Gregg, Cecilia, MBA, MAEd.
University of Phoenix

Oregon Campus

Averill, Kristine, MAOM
University of Phoenix

Central Florida Campus

Fraser, David MATS
Master of Arts in Theological Studies from Reformed Theological Seminary

Philadelphia Campus

Murawski, Marianne, Ph.D.
University of Maryland

Phoenix Campus

Hamel, Paul MEd
Arizona State University

Pittsburgh Campus

Muench, Sharon J., MAOM
Willmington College

Puerto Rico Campus
Santiago, Virginia, Ed.D.
InterAmerican University of Puerto Rico

Raleigh Campus
Bassoppo-Moyo, Sheila, Ed.D.
University of Memphis

Richmond Campus
Ensley, LaRuth A., MA
Old Dominion University

Sacramento Campus
Balzaretti, Lisa, MA
Sam Houston State University

San Antonio Campus
Coleman, Rebeccca MA
University of Central Arkansas

San Diego Campus
Iglinski, Joni B., MA
Georgetown University

Santa Teresa Campus
Finke, Eugene I., Ph.D
New Mexico State University

Savanah Campus
Meyers, Jenny M., MBA
Edgewood College

Southern Arizona Campus
Schultz, Robin, MAEd
University of Phoenix

Southern California Campus
Shahzadi, Jacqueline B. Ph.D.
University of Southern California

Southern Colorado Campus
Kuhlman, Carla K., PhD
Fielding Graduate Institute

Springfield Campus
Duncan, Patty DM
Webster University

St. Louis Campus
Charlie Neuman, MBA
University of Phoenix

West Florida Campus
Dollar, Nancy A., MA
University of Phoenix

Tulsa Campus
Christenson, Harry O., MA
Rollins College

Utah Campus
Haines, Jeffrey A., MS
Kansas State University

Vancouver Campus
Mason, Rebecca MBA
The George Washington University

Washington Campus
Williams, Miriam MEd
Kent State University

West Michigan Campus
Rardin, Marybeth, MAT
Indiana University

Wichita Campus
Munday, Donald EdD
Oklahoma State University

Campus Area Chairs

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

- Communications
- Humanities
- General Studies
- Science/Technology
- Social Science
- Mathematics
- BSM (discretion of campus)
- Psychology

Faculty

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

COLLEGE OF EDUCATION

Dean
La Rue, Marla L., Ed.D.
Nova Southeastern University

Associate Dean
Curley, Meredith A., MBA
University of Phoenix
Gritsavage, Margaret M., Ph.D
Arizona State University
Palmer, Bryan, Ph.D.
Arizona State University

Regional Assistant Deans
Bral, Conna, Ed.S.
Drake University
Drotos, Andy, MAEd
University of Phoenix
McCarty, Sandra, MAEd
San Diego State University

Campus College Chairs

Atlanta Campus
Muirhead, Brent, D.Min, Ph.D.
Capella University, Grand Rapids Baptist Seminary

Augusta Campus
Mandl, Charles M., MBA/GM
University of Phoenix

Austin Campus
Sisk, Grant, Ph.D.
University of North Texas

Boston Campus
Pacy, Ron Ph.D.
State University of New York College of Buffalo

Central Massachusetts Campus
Pacy, Ron Ph.D.
State University of New York College of Buffalo

Central Valley Campus
Lucht, Gary C., DMin.
Fuller Theological Seminary

Cheyenne Campus
Kuhlman, Carla K., PhD
Fielding Graduate Institute

Cincinnati Campus
Cefalo, Wanda, MA
Seton Hall University

Cleveland Campus
Tri, Jeany, M.Ed.
University of Akron

Columbus, Ohio Campus
Koloze, Jeff, Ph.D.
Kent State University

Columbus, GA Campus
Gordon, Jeffrey D., MAOM
University of Phoenix

Dallas Campus
Jackson, Melissa E., MA
Webster University

Denver Campus
Kuhlman, Carla K., PhD
Fielding Graduate Institute

Detroit Campus
Bean, Erik P., Ed.D
University of Phoenix

Fairfield County, CT Campus
Poor, Brenda, MS
University of Louisiana at LaFayette

South Florida Campus
Kaber, Jerry MSED
Nazareth College

Hawaii Campus
Rzeszewski, Jessica, MS
California State University, Fullerton

Houston Campus
Farenick, Kenneth A., Ed.D.
Texas Southern University

Idaho Campus
Joel Maier, MS
Roberts Wesleyan University

Illinois Campus
Ramacitti, David F., MA
University of Northern Iowa

Indianapolis Campus
King, Barbara E., MA
Western Michigan University

Jersey City Campus
Levit, Robert A., Ph.D.
Columbia University

North Florida Campus
Strain, Lega K., MS
Texas Christian University

Kansas City Campus
Moore, Kristen E., MEd
Colorado State University

Little Rock Campus
Elder, Steve, MLA
Henderson State University

Louisiana Campus
Ryerson, Sunny A., MS
University of Arizona

Maryland Campus
Sanders, Mark L., MS
National-Louis University

Memphis Campus
Alexander, Beverly, MEd
Trevecca Nazarene University

Milwaukee Campus
Schmid, Beverly, MS
University of Wisconsin

Minneapolis/St. Paul Campus
Kangas, Lisa, Ph.D.
Capella University

Nashville Campus
Reinsch, Richard M., M.Ed.
Vanderbilt University

Nevada Campus
Miah, Mohammed, Ed.D.

Nova Southeastern University

New Mexico Campus
Kelli Livermore, MA
University of New Mexico

North Carolina Campus
Nethery, Melissa, MDiv
Southern Baptist Theological Seminary

Northern California Campus
Van Guilder, Constance E., MA
Sonoma State University

Northern Nevada Campus
Covert, James, MBA
Pepperdine University

Northern Virginia Campus
Jay Familant, Ph.D.
Ohio Universtiy

Northwest Indiana Campus
King, Barbara E., MA
Western Michigan University

Oklahoma City Campus
Wilburn, Judith A., M.Ed.
University of Central State Oklahoma

Online Campus
Gregg, Cecilia, MBA, MAEd.
University of Phoenix

Oregon Campus
Averill, Kristine, MAOM
University of Phoenix

Central Florida Campus
Fraser, David MATS
Master of Arts in Theological Studies from Reformed Theological Seminary

Philadelphia Campus
Murawski, Marianne, Ph.D.
University of Maryland

Phoenix Campus
Hamel, Paul MEd
Arizona State University

Pittsburgh Campus
Muench, Sharon J., MAOM
Willmington College

Puerto Rico Campus
Santiago, Virginia, Ed.D.
InterAmerican University of Puerto Rico

Raleigh Campus
Bassoppo-Moyo, Sheila, Ed.D.
University of Memphis

Richmond Campus
Ensley, LaRuth A., MA
Old Dominion University

Sacramento Campus
Balzaretti, Lisa, MA
Sam Houston State University

San Antonio Campus
Coleman, Rebeccca MA
University of Central Arkansas

San Diego Campus
Iglinski, Joni B., MA
Georgetown University

Santa Teresa Campus
Finke, Eugene I., Ph.D
New Mexico State University

Savanah Campus
Meyers, Jenny M., MBA
Edgewood College

Southern Arizona Campus
Schultz, Robin, MAEd
University of Phoenix

Southern California Campus
Shahzadi, Jacqueline B. Ph.D.
University of Southern California

Southern Colorado Campus
Kuhlman, Carla K., PhD
Fielding Graduate Institute

Springfield Campus
Duncan, Patty DM
Webster University

St. Louis Campus
Charlie Neuman, MBA
University of Phoenix

West Florida Campus
Dollar, Nancy A., MA
University of Phoenix

Tulsa Campus
Christenson, Harry O., MA
Rollins College

Utah Campus
Haines, Jeffrey A., MS
Kansas State University

Vancouver Campus
Mason, Rebecca MBA
The George Washington University

Washington Campus
Williams, Miriam MEd
Kent State University

West Michigan Campus
Rardin, Marybeth, MAT
Indiana University

Wichita Campus
Munday, Donald EdD
Oklahoma State University

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

- Administration and Supervision
- Curriculum and Instruction
- Special Education
- Teacher Education

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

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean
Honea, Adam E., PhD
Stanford University

Associate Dean
Smith, Blair A., MBA
California State University, Fullerton

Campus College Chairs

Central Florida Campus
Davis, Jack MA
Webster University

Colorado Campus
Trask, Stephen MS
University of Northern Colorado

Columbus GA Campus
Futyma, Frank, M.M.
Lesley University

Hawaii Campus
Corpuz-Kuhl, Divina

North Florida Campus
Carol Eichling, Ed.S
Nova Southeastern University

Jersey City Campus
Schmidt,Thomas DSC
Tulane University

Little Rock Campus
Elder, Steve MLA
Henderson State University

Central Massachusetts
Wheeler, Craig, MSCIS
University of Phoenix

Detroit Campus
Arthur Ward, MBA
Wayne State University

Milwaukee Campus
Iyer, Ram MBA
University of Pittsburgh

Minneapolis/St. Paul
Kangas, Lisa Ph.D
Capella University

Nashville Campus
Barnes, Roy MSEE
University of Kentucky

Ohio Campus
Spinner, Richard MS
University of Southern California

Oregon Campus
Mike Mostafavi, MS
Portland State University

Philadelphia Campuses
Dennis Brennan, MBA
Drexel Institute of Technology

Raleigh Campus
Figueroa, Lauri MSCIS
University of Phoenix

Sacramento Campus
Burton, Tina MSCIS
University of Phoenix

Southern California Campus
Maxson, Rod MS
University of Southern California

South Florida Campus
Ali, Gail MS
Nova Southeastern University

St Louis Campus
Neuman, Charles MBA
University of Phoenix

Utah Campus
Sardoni, Kenneth MCIS
University of Denver

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

- Systems Analysis/Design
- Databases

- Networks and Telecommunications
- Programming and Operating Systems
- Web Development

Faculty

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

COLLEGE OF HEALTH AND HUMAN SERVICES

Dean

Linne, Gil, PhD.,
United States International

Associate Dean/Director

Patton, Beth, MA/MN, RN
University of Phoenix

Associate Dean/Assistant Director

Fuller, Pamela K., MN, RN
University of Phoenix

Assistant Dean

Strawn, Angela M., MS, RN
University of California, San Francisco

Associate Dean, Criminal Justice/Human Services

Olding, Robert., PhD
Arizona State University

Assistant Dean, Counseling and Human Services Programs

Lunceford, Lynn, PhD
San Diego University for Integrative Studies

Assistant Dean, Criminal Justice and Security Programs

Walsh, Franzi, MAOM
University of Phoenix

Campus College Chairs

Atlanta Campus

Dunn, Leslie Ann L., J.D.
Pepperdine University School of Law
Northam,Steven MA
Claremont Graduate School

Central Florida Campus

Berry-Zeller, Paula, MBA/HCM, MSN
University of Phoenix

Colorado Campuses

Ohmart, Gloria
CNM/MN, RN
Emory University, Atlanta GA
Miller, Jean MA
Regis University
Robles, Rebecca M.Ed.
University of Texas
Trask, Steve, MS
University of Northern Colorado

Columbus GA Campus

Futyma, Frank, M.M.
Lesley University
Gordon, Jeff, M.A.
University of Phoenix

Detroit Campus

Beck, Debbie MSN
Madonna university
Pappas, Chuck, MLA
Eastern Michigan University
Paul, Rhonda Ph.D.
Wayne State University

Hawaii Campus

Rzeszewski, Jessica MS, MFT
University of Phoenix
Tahara, Nancy, MSN, RN
University of Phoenix

Idaho Campus

Sowers, Jon D., MPA
University of Oklahoma

Indianapolis Campus

Hopkins, Beverly, MBA
Butler University

Kansas City Campus

Heim, Ron, MSM
Cardinal Stritch University

Las Vegas Campus

Hull, Cynthia Ph.D
Union University

Louisiana Campus

Bauer, Carol A., RN, EdD
Rutgers University
Ryerson, Sunny A., MS
University of Arizona

Memphis Campus

Rabiner, Robin MA
University of Tennessee

Minneapolis Campus

Schultz, Cody, MSN, RN
University of Phoenix
Kangas, Lisa, Ph.D.
Capella University

Northern Nevada Campus

Dennis, Francey, Ed.S,
University of Nevada
Larkin, Robert, M.S.
Michigan State University

Nashville Campus

Edwards, Marcia, MSN, RN
Samuel Merritt College
Carr, Jerry Ed.D
Vanderbilt/Peabody University

NW Indiana Campus

Hopkins, Beverly, MBA
Butler University

Ohio Campuses

Fergus, Lawrence
MSN, MBA, RN
Baldwin-Wallace College

Oregon Campus

Toller, Heather MA
Pacific University

Phoenix Campus

Kerstner, Patricia L., PhD
Arizona State University
Dahn, Janeen MSN
University of Phoenix

Puerto Rico Campus

Rodriguez -Trizarry, Ana M., EdD
University of Puerto Rico

South Florida Campus

Robinson, Gina, MS, RN
Barry University

Sacramento Campus

Frei, Jennifer, PhD.,
University of California Davis
Gomez, Jessica MBA/HCM
University of Phoenix

Seattle Campus

Williams, Miriam MAEd
Kent State University

Southern Arizona Campus

Wiggins, Jr., Alfred (Fred), PhD
Indiana University
Lehrman, Ela-Joy, PhD, RN
University of Arizona

Southern California Campus

Pashley, Allie Psy.D.
California School of Professional Psychology
McLoud-Hoover, Johnny, MPA
California State University
Carter, Sandra, MN, RN
University of California, Los Angeles

St. Louis Campus

Neuman, Charlie MBA
University of Phoenix

Tulsa OK Campus

Autrey, Allen, J.D.
University of Oklahoma

Utah Campus

Sardoni, Kenneth MCIS
University of Denver

West Florida Campus

Bauer, Carol A., RN, EdD
Rutgers University

Wichita Campus

Munday, Donald, Ed.D.
Oklahoma State University
Autrey, Allen, J.D.
University of Oklahoma

Campus Area Chairs

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

- Health Sciences
- Nursing
- Nurse Practitioner
- Portfolio and Clinical
- Community Counseling
- Criminal Justice Administration
- Human Services
- Human Services/ Management
- Marriage and Family Counseling
- Mental Health Counseling
- School Counseling

Faculty

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

STATEMENT OF AFFILIATION STATUS

UNIVERSITY OF PHOENIX
Mail Stop AA-B411 4615 East Elwood Street
Phoenix, AZ 85040-1958

Affiliation Status: Candidate: 1977
Accreditation: (1978- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Private FP

Degrees Awarded: A, B, M, S, D

Conditions of Affiliation:

Stipulations on Affiliation Status: The University must report in writing to the Commission and receive approval prior to offering new degree programs or opening any military contracted sites. The University's Bachelor of Science in Education degree is limited to the BSEd degree with an emphasis in Elementary Education. Liberal arts offerings are limited to Communications, Liberal Studies (for California residents only), Psychology and those offered (Biological Science, English, Environmental Science, or History) in conjunction with teacher education programs.

Approval of New Degree Sites: The Commission's Streamlined Review Process is only available for offering existing degree programs at new sites in North America upon receiving state or provincial consent and for offering degree programs at military contracted sites in European countries and in the Asia-Pacific. Overseas expansion is limited to the Netherlands and Germany and further non-military expansion overseas requires prior review and approval by the Commission.

Approval of Distance Education Degrees: Prior Commission approval required for online doctoral degrees other than the Doctor of Management degree, the Doctor of Business Administration (DBA) degree, Doctor of Education in Leadership (Ed.D) degree, Ph.D in Higher Education Administration, a Ph.D in Industrial/ Organizational Psychology, Educational Specialist (Ed.S.) degree, and the Doctor of Health Administration (DHA) degree. No prior approval required for additional online offerings of existing Associate, Bachelor's and Master's degree programs.

Reports Required: Contingency Report: A report if changes in the structure of the University, or changes in the ownership of the University, or of the Apollo group.
Progress Report: 09/01/2009; A report on the quality of dissertations in existing programs as evaluated in an external review to be arranged by the institution.
Monitoring Report: 09/01/2009; A report on faculty qualifications, leadership, learning outcomes for the Ph.D. Nursing program.

STATEMENT OF AFFILIATION STATUS

Other Visits Scheduled:	Focused Visit-Requested: 2008 - 2009; A visit focused on the institution's request to expand its mission to encompass liberal arts degrees.

Summary of Commission Review

Year of Last Comprehensive Evaluation:	2001 - 2002
Year for Next Comprehensive Evaluation:	2011 - 2012
Date of Last Action:	12/19/2008

Name Change:
Institute for Professional Development to University of Phoenix (1978)

Association of Collegiate Business Schools and Programs

Bringing Together Those Dedicated to Teaching Excellence

May 7, 2007

Dr. Bill Pepicello
President
University of Phoenix
4615 E. Elwood Street, Bldg.4615, 4th Fl.
Phoenix, Arizona 85040

Dear President Pepicello:

Congratulations! The Board of Commissioners of the Baccalaureate/Graduate Degree Commission met on April 26-28, 2007, and granted Initial Accreditation for your business programs.

The University is proactive in planning and curriculum development and also responds quickly to the marketplace. Its technologies, support staff, and strong working relationships of administrators are effective components to the planning and flexibility.

Periodic Reports are required every two years to maintain your accreditation. You are encouraged to work with Commissioner, Dr. Pat Rucker on the maintenance of your accreditation. Dr. Rucker may be contacted by phone at 215-670-9282 or through her e-mail address at: parucker@peirce.edu.

You will be required to submit a periodic report, starting on **February 15, 2009**. Your ten-year reaffirmation will be due in 2017.

ACBSP encourages you to publicly announce that your business programs are accredited. Next week, we will be sending you, via e-mail, a sample ACBSP Press Release and ACBSP Logo files for publicizing your accreditation. As you prepare these materials, the following is your official ACBSP statement:

University of Phoenix is accredited by the Association of Collegiate Business Schools and Programs to offer the following business degrees:

Associate degree programs:
Associate of Arts in Business
Associate of Arts in Accounting

Undergraduate programs:
Bachelors of Science in Business – Accounting
Bachelors of Science in Business - Administration
Bachelors of Science in Business - Communications
Bachelors of Science in Business – E-Business
Bachelors of Science in Business - Finance
Bachelors of Science in Business – Global Business Management
Bachelors of Science in Business – Hospitality Management
Bachelors of Science in Business – Information Systems

7007 College Boulevard, Suite 420 • Overland Park, Kansas 66211
913-339-9356 • Fax 913-339-6226 • info@acbsp.org • www.acbsp.org

Bachelors of Science in Business – Integrated Supply Chain and Operations Management
Bachelors of Science in Business - Management
Bachelors of Science in Business - Marketing
Bachelors of Science in Business – Organizational Innovation
Bachelors of Science in Business – Public Administration
Bachelors of Science in Business - Retail Management

Graduate programs:
Master of Business Administration – Accounting
Master of Business Administration – E-Business
Master of Business Administration – Global Management
Master of Business Administration – Healthcare Management
Master of Business Administration – Human Resources Management
Master of Business Administration – Public Administration
Master of Business Administration – Technology Management
Master of Business Administration – MBA (Spanish)
Masters of Management – Human Resources Management

Masters of Management - Public Administration
Masters of Management – MM/International
Executive MBA
Doctorate in Management in Organizational Leadership
Doctorate of Business Administration

Please take this opportunity to review the institution name as it will appear on your Certificate of Accreditation. If this is not correct, please notify Diana Hallerud via email at dianahallerud@acbsp.org and provide the correction by May 18, 2007.

Name of institution as it will appear on the certificate:
University of Phoenix
Phoenix, Arizona

I hope that you will plan to attend the accreditation ceremonies to receive recognition on Sunday evening, July 1, 2007 at our Accreditation Banquet. This year the Annual Conference is being held in Orlando, Florida, at the Buena Vista Palace Hotel located near downtown Disney.

You are encouraged to attend along with your Chief Academic Officer and Dean of the College of Business. Many institutions even invite many of the faculty to this prestigious celebration.

Your institution will also be announced during the Baccalaureate/Graduate Institution meeting held on Friday, June 29, 2007 at 2:30 p.m. There is a breakfast on Sunday morning July 1, 2007, at 8:00 a.m. for those institutions that are receiving accreditation. The purpose of the breakfast is to more personally congratulate the institutional representatives and to outline the procedures that will be followed at the accreditation banquet. At least one institutional representative should attend the breakfast.

In addition to the breakfast, a professional photographer will be available at 5:30 p.m. on Sunday, July 1 to photograph all institutional representatives along with the ACBSP Director of Accreditation, Associate Director, and the Chair of the Baccalaureate/Graduate Degree Board of Commissioners. Appropriate dress for the photo session and banquet is business professional.

Additional information regarding the conference is available on our website at www.acbsp.org. Additional registration forms are available online. Please make your hotel reservations by May 15, 2007.

Congratulations on maintaining such a high quality business program.

Sincerely,

Steve Parscale
Director of Accreditation

Enclosures

c: Dr. Freda Hartman, Dean College of Undergraduate Business and Management
Dr. Brian Lindquist, Dean College of Graduate Business and Management
Dr. Pat Rucker

Council for Accreditation of Counseling and Related Educational Programs
5999 Stevenson Avenue
Alexandria, VA 22304
703/823-9800 ext. 301
FAX: 703/823-1581
www.counseling.org/cacrep

Chair
Mary Alice Bruce, Ph.D.
Association for Counselor Education and Supervision

Vice-Chair
Oliver Morgan, Ph.D.
International Association of Addiction and Offender Counselors

Treasurer
Edward R. Butler, Ph.D.
Association for Assessment in Counseling

Rebecca Stanard, Ph.D.
American College Counseling Association

Lee J. Richmond, Ph.D.
American Counseling Association

Glenda E. Isenhour, Ph.D.
American Mental Health Counselors Association

Brandon Hunt, Ph.D.
American Rehabilitation Counseling Association

Suzan Nolan, Ed.D.
American School Counselor Association

Susan Seem, Ph.D.
Association for Gay, Lesbian, and Bisexual Issues in Counseling

Maureen Callahan, Ph.D.
Counseling Association for Humanistic Education and Development

Daya S. Sandhu, Ed.D.
Association for Multicultural Counseling and Development

Donald E. Ward, Ph.D.
Association for Specialists in Group Work

Judith Miranti, Ed.D
Association for Spiritual, Religious, and Ethical Value Issues in Counseling

Richard Watts, Ph.D.
International Association of Marriage and Family Counselors

Carole W. Minor, Ph.D.
National Career Development Association

Gary S. Grand
Public Representative

John R. Keys, Jr.
Public Representative

Executive Director
Carol L. Bobby, Ph.D.

March 27, 2002

RECEIVED
APR 0 3 2002
UOP
OFFICE OF THE PRESIDENT

CACREP

Patrick Romine
Susan
Lynn
Kate
Kathy A.
Phil K.
Larry J.

Dr. Laura Palmer Noone
Office of the President
University of Phoenix
4615 E. Elwood Street
Phoenix, AZ 85040

Dear President Noone:

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) met March 21-24, 2002, for the purpose of rendering accreditation decisions. The Community Counseling program in the College of Counseling and Human Services at the Phoenix and Tucson campuses was reviewed under the 2001 Standards and the following decision was made:

Community Counseling (M.C. degree)
Accredited: Eight Year Period through June 30, 2010

The above accreditation decision was based on the Board's extensive review of the self-study document, the addendum to the self-study, the visiting team's report, your institution's response to the visiting team's report, and correspondence between the department and the CACREP Office. Programs that receive accredited status for an eight year period deserve to be commended for the work they completed throughout the accreditation process. This is indeed a worthy achievement. Congratulations!

A certificate of accreditation is enclosed with Dean Romine's copy of this letter. On behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided to these programs throughout the accreditation process. Such support is considered vital to maintain quality educational programs. Once again, congratulations are extended to all of those involved in making this a successful accreditation review process.

Sincerely,

Carol L. Bobby
Executive Director

CB: jg

cc: Dr. Patrick Romine, Dean, College of Counseling and Human Services
Dr. Patricia L. Kerstner, Campus College Chair

CACREP is a corporate affiliate of the American Counseling Association (ACA).

CACREP

COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS

presents this

Certificate of Accreditation

to the programs designated below

at the

University of Phoenix

Phoenix and Tucson Campuses

for successful fulfillment of the standards of the Council

for the entry-level program in

Community Counseling (2002)

Mary Thomas Burke
Council Chairperson

Carol J Bobby
Executive Director

Teacher Education Accreditation Council

January 9, 2008

Dr. Marla LaRue
University of Phoenix
College of Education
4615 East Elwood
AA-C705
Phoenix, AZ 85040

Dear Marla:

I am pleased to confirm that the Accreditation Committee of the Board of Directors of the Teacher Education Accreditation Council (TEAC) concluded at its meeting on December 20, 2007 in Newark, DE, that the evidence presented in your *Inquiry Brief Proposal*, as verified by the audit and evaluated by the Accreditation Panel, merits Preaccreditation status with two weaknesses.

The Accreditation Committee unanimously passed the following motion:

The teacher education program[1] submitted by the University of Phoenix is granted **Preccreditation** with two weaknesses:

1. Weakness in 2.1. There are aspects of the rationale (2.1) that are weak and will need attention before the Inquiry Brief is submitted. In particular the program will need to analyze more carefully the differences across sites that may exist in its assessments and adjust its interpretations of the evidence from the representative samples accordingly.

2. Weakness in 2.1. There are aspects of Quality Principle I that are not covered in the assessments (namely, the surveys) and there are some areas of significance to the program (namely, collaboration) that are not assessed.

Your teacher education program's accreditation status is effective between December 20, 2007 and December 20, 2012. I have enclosed an insert that you may wish to display in your TEAC membership plaque.

[1] Master of Arts in Education, Teacher Education – Elementary and Secondary

Your preaccreditation status also entitles your program to use one of the statements of affiliation and accreditation in the footnote below[2] and is conditional upon your continued adherence to the principles, standards, and policies of the Teacher Education Accreditation Council. In announcing your status in TEAC, you must make clear that it is the teacher education program cited in your *Inquiry Brief* that is preaccredited by TEAC and not your department and institution.

I draw your attention to TEAC's requirements for your annual reports displayed on TEAC's Web site: http://www.teac.org/accreditation/annualreport/annualreporting.asp. Your first report is due by December 20, 2008, one year from the date on which accreditation status was awarded.

Congratulations on your accreditation achievement. We look forward to learning more about the evidence for the continued improvements you will be making in your teacher education program. We hope you will share what you are learning with others at our annual meetings and become an active participant in TEAC. We appreciate your cooperation and commitment to the TEAC system of accreditation.

Sincerely yours,

Frank B. Murray
President

Enclosures

cc: Jim Raths, TEAC Accreditation Panel Chair

---

[2] **Statements of Affiliation and Accreditation**
Programs accredited by the Teacher Education Accreditation Council that wish to state this affiliation in published materials should use one of the following official statements:
(1) The [name of the institution]'s [name of the program] program, which is designed to [statement of the goal or mission of the program] is preaccredited by the Teacher Education Accreditation Council (TEAC) for a period of [number] years, from (date) to (date)
(2) The [name of the institution]'s [name of the program] program, which is designed to [statement of the goal or mission of the program] is preaccredited by the Teacher Education Accreditation Council (TEAC) for a period of [number] years from (date) to (date). This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

Commission on
Collegiate Nursing
Education

Serving the
Public Interest
Through Quality
Accreditation

One Dupont Circle, NW
Suite 530
Washington, DC
20036-1120
202-887-6791
fax 202-887-8476
www.aacn.nche.edu

October 21, 2005

RECEIVED
NOV 08 2005

Beth Patton, RN, MA, MN
Associate Dean/Director
Department of Nursing
University of Phoenix
4605 East Elwood Street, Mail Stop 10-0076
Phoenix, AZ 85040-2069

Dear Ms. Patton:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on September 29, 2005, to grant accreditation of the baccalaureate and master's degree programs in nursing at University of Phoenix for a term of five years, extending to December 31, 2010. You should plan for the next on-site evaluation to take place in the spring of 2010.

At its meeting, the Board determined that both programs met all four accreditation standards. However, the Board additionally determined that there is a compliance concern for both programs with respect to Key Element IV-C.

As is required for all accredited programs, the Board requested that the programs submit a continuous improvement progress report at the mid-point of the accreditation term. That report should address the nursing programs' continued compliance with all accreditation standards. For both programs, the report should also focus on the following compliance concern:

> Demonstrate that program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement (Key Element IV-C).

The deadline for submitting the progress report to CCNE is December 31, 2008. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the spring of 2009. For more information about the continuous improvement progress report, please refer to the CCNE procedures.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to University of Phoenix. We hope that both the results of your self-study process and the accreditation report will be useful to the continued growth and development of the nursing programs. Certificates of accreditation are enclosed.

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation. This

includes advising CCNE in the event of any substantive change in your nursing programs or of any major organizational changes that may affect the programs' administration, scope or quality. These reporting requirements are discussed further in the CCNE procedures.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the spring of 2005. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing programs.

Sincerely,

Mary Margaret Mooney, pbvm, DNSc, RN,CS, FAAN
Chair, Board of Commissioners

cc: President Laura Palmer Noone
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

CERTIFICATE OF ACCREDITATION

In accordance with its accreditation standards and procedures, the

Commission on Collegiate Nursing Education

has accredited the

Baccalaureate Degree Program in Nursing

at

University of Phoenix

Director of the Commission on Collegiate Nursing Education

September 29, 2005

Date of Accreditation Action

The Commission on Collegiate Nursing Education is listed by the U.S. Secretary of Education as a nationally recognized accrediting agency.

This certificate is effective for the duration of the period of accreditation.

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530 ▪ Washington, DC 20036

CERTIFICATE OF ACCREDITATION

In accordance with its accreditation standards and procedures, the

Commission on Collegiate Nursing Education

has accredited the

Master's Degree Program in Nursing

at

University of Phoenix

Director of the Commission on Collegiate Nursing Education

September 29, 2005
Date of Accreditation Action

The Commission on Collegiate Nursing Education is listed by the U.S. Secretary of Education as a nationally recognized accrediting agency.

This certificate is effective for the duration of the period of accreditation.

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530 ▪ Washington, DC 20036

UNIVERSITY OF PHOENIX

State Agency Approvals

State Agency
Alabama Commission on Higher Education
Alaska Commission on Postsecondary Education
Alberta Advanced Education, Private Institutions Branch
Arizona State Board for Private Postsecondary Education
Arkansas Department of Higher Education
Private Post-Secondary Education Commission of British Columbia/now Private Career Training Institutions Agency
Ministry of Advanced Education
California Bureau for Private Postsecondary and Vocational Education
Colorado Department of Higher Education, Commission on Higher Education
Department of Higher Education, State of Connecticut
Delaware Department of Education
Florida Commission for Independent Education
Georgia Nonpublic Postsecondary Education Commission
Hawaii Department of Commerce and Consumer Affairs
Idaho State Board of Education
Illinois Board of Higher Education
State of Indiana Commission on Proprietary Education (COPE)
Office of the Secretary of State of Iowa
Kansas Board of Regents
Kentucky Council on Postsecondary Education
State of Louisiana Board of Regents
Maryland Higher Education Commission
Commonwealth of Massachusetts Board of Higher Education
State of Michigan Department of Education, Postsecondary Services
Minnesota Higher Education Service Office/Private Career School Licensure
State of Missouri Coordinating Board for Higher Education
Montana Office of the Commissioner of Higher Education
Nebraska Coordinating Commission for Postsecondary Education
Nevada State Commission on Postsecondary Education
New Jersey Commission on Higher Education
State of New Mexico Commission on Higher Education
Board of Governors of the University of North Carolina
Director of Degree Programs and Undergraduate Issues; Ohio Board of Regents
Oklahoma State Regents for Higher Education
Oregon Office of Degree Authorization
Commonwealth of Pennsylvania Department of Education
Consejo de Educación Superior de Puerto Rico/Puerto Rico Council on Higher Education
South Carolina Commission on Higher Education
Tennessee Higher Education Commission
Texas Higher Education Coordinating Board
Utah System of Higher Education State Board of Regents

Commonwealth of Virginia Council of Higher Education
State of Washington Higher Education Coordinating Board Degree Authorization Agency
State of Wisconsin Educational Approval Board
Wyoming Department of Education

Mountain Region

Arizona Campuses

Phoenix Area Campuses

800 776-4867

Chandler Campus

2975 West Linda Lane
Chandler, AZ 85224-7340
480 557-2800
480 557-2805 FAX

Mesa Campus

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

Northwest Campus

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

Phoenix Campus

4635 East Elwood Street
Phoenix, AZ 85040-1958
480 804-7600
480 557-2320 FAX

West Valley Campus

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

Southern Arizona Campuses

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

Fort Huachuca Campus

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

Nogales Learning Center

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

Tucson - River Road Campus

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

Sierra Vista Campus

500 East Fry Boulevard
Suite #410
Sierra Vista, AZ 85635-1821
520 417-2080
520 417-2099 FAX

Yuma Learning Center

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

Idaho Campuses

Idaho Campus

3080 E Gentry Way
Suite #150
Meridian, ID 83642-3014
208 888-1505
208 888-4775 FAX

Nevada Campuses

Las Vegas Main Campus

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

Henderson Learning Center

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

Nellis AFB Campus

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

Northwest Learning Center

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

Northern Nevada Campus

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

Southwest Learning Center

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

Utah Campuses

Utah Campus

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

North Davis Learning Center

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

Pleasant Grove Learning Center

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

St. George Learning Center

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

Taylorsville Learning Center

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

Plains Region

Wyoming Campus

6900 Yellowtail Road
Cheyenne, WY 82009-6102
307 632-3059
307 632-7429 FAX

Colorado Campuses

800 441-2981

Colorado Campus and Regional Office

10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 694-9093
303 662-0911 FAX

Aurora Campus

3151 South Vaughn Way,
Suite #100
Aurora, CO 80014-3517
303 755-9090

Fort Collins Learning Center

2809 East Harmony Road
Suite #160
Fort Collins, CO 80526-3109
970 226-1781

Turnpike Campus

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

Southern Colorado Campus

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

South Circle Drive

2864 South Circle Drive
Colorado Springs, CO 80906-4114
719 527-9000
719 527-4892 FAX

Pueblo Student Resource Center

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

Iowa Campus

Des Moines Campus

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

Cedar Rapids Student Resource Center

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

Nebraska Campus

Omaha Campus

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

Southwest Region

New Mexico Campuses

800 333-8671

New Mexico Campus

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

East El Paso Learning Center

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

Kirtland AFB Campus

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

Santa Fe Campus

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

Santa Teresa Campus

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

Texas Campuses

Austin Campus

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

Clear Lake Learning Center

16055 Space Center Blvd.
Houston, TX 77062-6251

Dallas Campus

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

Plano Student Resource Center

5760 State Highway 121
Suite #250
Plano, TX 75024

Las Colinas Learning Center

1707 Market Place Boulevard
Irving, TX 75063-8042

Houston Campus

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

Northwest Houston Learning Center

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

San Antonio Campus

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

West Loop Learning Center

4888 Loop Central Drive
Houston, TX 77081-2214

Arlington Student Resource Center

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

Oklahoma Campuses

Oklahoma City Campus

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

Norman Learning Center

1370 North Interstate Drive
Norman, OK 73072-3393
405 292-5008
405 292-5018 FAX

Tulsa Campus

10810 East 45th Street
Suite #102
Tulsa, OK 74146-3801
918 622-4877
918 622-4981

Midwest Region

800 834-2438

Midwest Region Administration

Kansas Campuses

Lenexa Learning Center

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

Wichita Campus

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

Topeka Student Resource Center

2850 SW Mission Woods Drive
Topeka, KS 66614-5616

Michigan Campuses

Ann Arbor Learning Center

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

Detroit Campus

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

Livonia Campus

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

Macomb Learning Center

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

Southfield I Learning Center

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

Town Center Learning Center

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

West Michigan Campus

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

Kalamazoo Learning Center

8175 Creekside Drive
Suite #110
Portage, MI 49024-5370
269 324-4687
269 324-5570 FAX

Lansing Learning Center

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

Minnesota Campuses

Minneapolis/St. Paul Campus

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

St. Paul Learning Center

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

Missouri Campuses

Des Peres Learning Center

12412 Powerscourt Drive
Suite #175
St. Louis, MO 63131-3635
314-298-9755

Kansas City Campus

901 East 104th Street
Kansas City, MO 64131-4517
816 943-9600
816 943-6675 FAX

Northland Learning Center

10150 NW Ambassador Drive
Kansas City, MO 64153-1365

O'Fallon Learning Center

1120 Technology Drive
Suite #103
O'Fallon, MO 63368-2242

Springfield Campus

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

St. Louis Campus

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

Downtown St. Louis Learning Center

211 North Broadway

Suites 120 & 900
St. Louis, MO 63102

Lenexa Learning Center

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

Ohio Campuses

Cleveland Campus

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

Beachwood Learning Center

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

Cincinnati Campus

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

Dayton Learning Center

7695 Poe Avenue
Dayton, OH 45414-2552
937 898-3732
937 898-5071 FAX

Florence, KY Learning Center

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

Columbus-Ohio Campus

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

Wisconsin Campuses

Milwaukee Campus

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

North Milwaukee Student Resource Center

500 West Silver Spring Drive, Suite K-200
Glendale, WI 53217
414-978-1700

Madison Campus

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

Fox Valley Learning Center

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

Illinois Campuses

Chicago Campus

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

Downtown Learning Center - Chicago

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

Warrenville Learning Center

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

Tinley Park Learning Center

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

Indiana Campuses

Indianapolis Campus

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

NW Indiana Campus

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

Kentucky Campuses

Louisville Campus

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

Southeast Region

Alabama Campus

Birmingham Campus

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

Arkansas Campuses

Little Rock Campus

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

Northwest Arkansas Campus

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

Louisiana Campuses

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

Baton Rouge Learning Center

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

Lafayette Learning Center

202 Rue Iberville
Lafayette, LA 70508-3295
337 237-0464

Shreveport-Bossier Learning Center

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

Tennessee Campuses

Chattanooga Campus

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

Nashville Campus

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

Memphis Campus

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

Franklin Learning Center

377 Riverside Drive
Franklin, TN 37064-5560

Georgia Campuses

North Alpharetta Learning Center

1725 Winward Concourse Parkway
Building #250
Alpharetta, GA 30005-1784
770 776-2401
770 777-9422 FAX

Atlanta Campus

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

McDonough Learning Center

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

DeKalb Learning Center

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

Augusta Campus

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

Columbus-Georgia Campus

4747 Hamilton Road, Suite E
Columbus, GA 31904-6321
706 320-1266
706 320-1970 FAX

Brookstone Learning Center

200 Brookstone Centre Parkway, Suite 300
Columbus, GA 31904-4559

706 641-3000
706 641-3001 FAX

Gwinnett Learning Center

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

Marietta Learning Center

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

Savannah Campus

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

Florida Campuses

South Florida Campus

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

Miami Learning Center

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

Cypress Creek Learning Center

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

Palm Beach Gardens Learning Center

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

Miramar Learning Center

2400 SW 145th Avenue
Miramar, FL 33027-4145

North Florida Campus

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

Orange Park Learning Center

5505 Plaza Circle, Suite # 100
Orange Park, FL 32073-2860
904 636-6645
904 215-3599 FAX

Central Florida Campus

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

Daytona Learning Center

1540 Cornerstone Blvd.
Suite 100
Daytona, Florida 32117

South Orlando Learning Center

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

East Orlando Learning Center

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

West Florida Campus

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

Sarasota Learning Center

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

Westshore Learning Center - Tampa

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

St. Petersburg/Clearwater Learning Center

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

North Carolina Campuses

Charlotte Campus

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

Charlotte East Student Resource Center

7520 East Independence Blvd
Suite #100
Charlotte, NC 28227

Charlotte North Learning Center

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

Raleigh Campus

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

Brier Creek Learning Center

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

Fayetteville Student Resource Center

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

Greensboro Student Resource Center

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

Durham Learning Center

8041 Arco Corporate Dr.
Suite #100
Durham, NC 27617-2010

South Carolina Campus

Columbia Campus

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

Puerto Rico Campuses

Puerto Rico Campus

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

Northeast Region

Connecticut Campus

Fairfield County

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

Deleware Campus

Deleware Student Resource Center

1000 N. West Street
Suite #1200
Wilmington, DE 19801

Virginia Campuses

Arlington Learning Center

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

Fairfax Learning Center

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

Northern Virginia Campus

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

Richmond Campus

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

Maryland Campuses

Maryland Campus

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

Greenbelt Learning Center

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

Rockville Learning Center

9601 Blackwell Road,
Suite #1
Rockville, MD 20850-6477

240 314-0511
240 314-0139 FAX

Timonum Learning Center

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

Massachusetts Campuses

Greater Boston Campus

100 Grossman Drive
Suite #201
Braintree, MA 02184-4949
781 843-0844
781 843-8646 FAX

Burlington Learning Center

One Van de Graaff Drive
Suite #300
Burlington, MA 01803-5171

Central Massachusetts Campus

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

New Jersey Campus

Jersey City Campus

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

Pennsylvania Campuses

Harrisburg Campus

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

Philadelphia Campus

170 South Warner Road
Suite # 200
Wayne, PA 19087-2121
610 989-0880
619 989-0881 FAX

Lower Bucks County Learning Center

311 New Rodgers Road
Levittown, PA 19056-1029
215 752-0700
215 752-0671 FAX

City Center Learning Center

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

Pittsburgh Campus

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

Monroeville Learning Center

201 Penn Center Boulevard
Building One, Suite #200
Pittsburgh, PA 15235-5435
412 823-8930
412 823-8879 FAX

Washington Learning Center

90 West Chestnut Street
Washington, PA 15301-4524

Washington, DC Campus

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

West Region

Northern California Central Office and Campuses

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

Livermore Learning Center

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

Novato Campus

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

Oakland Learning Center

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

San Francisco Learning Center

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

San Jose Campus

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

Bay Area Campus

7901 Stoneridge Drive,
Suite #130
Pleasanton, CA 94588-3677
800-769-4867
925 416-4000
925 734-6350 FAX

Concord Learning Center

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

Visalia Learning Center

301 E. Acequia
Visalia, CA 93291-6341

Fremont Learning Center

40440 Encyclopedia Circle
Fremont, CA 94538-2446
800 266-2107
510 661-0206 FAX

Bakersfield Campus

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

Central Valley Campus

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

Shaw Campus

2490 West Shaw
Fresno, CA 93711-3305

Sacramento Campuses

Sacramento Valley Campus

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

Beale AFB Campus

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

Elk Grove Learning Center

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

Fairfield Learning Center

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

Gateway Oaks Learning Center

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

Lathrop Campus

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

Modesto Learning Center

3600 Sisk Road #5A
Modesto, CA 95356-0532
209 543-0153
209 543-0236 FAX

North Valley Learning Center

500 Orient Street
Chico, CA 95973-5670
530-898-8159
530 342-5183 FAX

Rancho Cordova Learning Center

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

Roseville Learning Center

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

San Diego Campuses

800 473-4346

Palm Desert Learning Center

75-153 Merle Drive
Suite F and Suite G

Palm Desert, CA 92211-5197
760 340-7499
760 323-7519 FAX

Chula Vista Learning Center

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

Downtown San Diego Learning Center

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

San Diego Campus

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

Stonecrest Campus

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

El Centro Learning Center

2409 La Brucherie Road
Imperial, CA 92251-9590
800 473-4346

San Marcos Learning Center

277 Rancheros Drive, Suite #200
San Marcos, CA 92069-2976
760 510-8253
760 510-8420 FAX

Southern California Campuses

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

Culver City Learning Center

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

Diamond Bar Campus

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

Gardena Campus

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

Laguna Hills Learning Center

23046 Avenida de la Cariota
Laguna Hills, CA 92653-1548

La Mirada Campus

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

Lancaster Learning Center

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

Long Beach Learning Center

5000 E. Spring Street
Suite #400
Long Beach, CA 90815-1270
800 888-1968

Murrieta Learning Center

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

Ontario Learning Center

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

Pasadena Campus I

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

San Bernardino Campus

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

Southern California Campus

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

Woodland Hills Campus

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

Hawaii Campuses

Hawaii Campus

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

Kapolei Learning Center

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

Miliani Learning Center

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

Windward Campus

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

Washington Campuses

877 877-4867

Western Washington Campus

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

Bellevue Learning Center

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

Eastern Washington Campus

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

Tacoma Learning Center

1145 Broadway Plaza
Suite #500
Tacoma, WA 98402-3583
425 572-1600
253 460-6451 FAX

Oregon Campuses

13221 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 403-2900
503 670-0614 FAX

Clackamas Campus

12550 SE 93rd Avenue
Suite #300
Clackamas, OR 97015-9786
503 403-2900
503 653-1910 FAX

Hillsboro Learning Center

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

Salem Learning Center

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

Vancouver Learning Center

500 E. Broadway
Suite 200
Vancouver, WA 98660-3321
360 993-7800

Online Region

Online Campus and Administrative Offices

3157 East Elwood Street
Phoenix, AZ 85034-7209
800 366-9699
602 387-7000
602 387-6020 FAX

Axia College of University of Phoenix

800 822-1329

International Campuses

Canada Campuses

Vancouver Campus

4401 Still Creek Drive,
Suite # 200
Burnaby, British Columbia
V5C 6G9
604 205-6999
604 205-9049 FAX

Calgary Campus

Petro-Canada Centre, West Tower

Suite 3000, 150 - Sixth Ave SW
Calgary, Alberta,
Canada T2P 3Y7
403 538-5320
403 538-5322 FAX

The Netherlands Campus

Rivium eerste straat 1
2909 LE Capelle aan den Ijssel
The Netherlands
011 31 10 288 6344
011 31 10 288 6349 FAX

European Military Campus

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

Asia Pacific Military Campus

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

Bachelor of Science in Business

Bachelor of Science in Business

Program Description

The Bachelor of Science in Business (BSB) undergraduate degree program is designed to prepare graduates with the requisite knowledge, skills, and values to effectively apply various business principles and tools in an organizational setting. The BSB foundation is designed to bridge the gap between theory and practical application, while examining the areas of accounting, critical thinking and decision-making, finance, business law, management, marketing, research and evaluation, and technology. Students are required to demonstrate a comprehensive understanding of the undergraduate business curricula through an integrated topics course. Special emphasis is placed on critical business threads throughout the program, which include: globalization, innovation, ethics, technology, diversity, collaboration, and e-business.

Bachelor of Science in Business

Preferred Course Sequence

Course #	Course Name	Credits	Length	Prerequisite(s)
GEN/300	Skills for Professional Development	3	5 weeks	---
Required Course of Study – 42 Credits Hours				
ECO/212	Principles of Economics	3	5 weeks	GEN/300
BIS/219	Business Information Systems	3	5 weeks	GEN/300
MGT/216	Organizational Ethics and Social Responsibility	3	5 weeks	GEN/300
ACC/280	Principles of Accounting	3	5 weeks	GEN/300, MTH/209
COM/285	Business Communications	3	5 weeks	GEN/300
MGT/330	Management Theory, Practice and Application	3	5 weeks	GEN/300
MGT/307	Organizational Behavior and Group Dynamics	3	5 weeks	GEN/300
MGT/350	Critical Thinking: Strategies in Decision Making	3	5 weeks	GEN/300
RES/341	Research and Evaluation I	3	5 weeks	GEN/300, MTH/209
RES/342	Research and Evaluation II	3	5 weeks	GEN/300, MTH/209, RES/341
FIN/370	Finance for Business	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/330, MGT/216, MGT/350, ACC/280
BUS/415	Business Law	3	5 weeks	GEN/300, MGT/350
MKT/421	Marketing	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/330, MGT/216, MGT/350, FIN/370
BUS/475	Integrated Business Topics	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/330,

				MGT/350, RES/341, RES/342, ACC/280, BUS/415
Subtotal:		**45**		

Concentrations (Choose One):

Accounting

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
ACC/281	Accounting Transaction Analysis	3	5 weeks	GEN/300, ACC/280
ACC/349	Cost Accounting	3	5 weeks	GEN/300, ACC/281
ACC/421	Intermediate Financial Accounting I	3	5 weeks	GEN/300, ACC/281
ACC/422	Intermediate Financial Accounting II	3	5 weeks	GEN/300, ACC/421
ACC/423	Intermediate Financial Accounting III	3	5 weeks	GEN/300, ACC/422
ACC/490	Auditing	3	5 weeks	GEN/300, ACC/281

Administration

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
MGT/437	Project Management	3	5 weeks	GEN/300, MGT/330, MGT/350
ACC/400	Accounting for Decision Making	3	5 weeks	GEN/300, ACC/280, MGT/330, MGT/350
FIN/419	Finance for Decision Making	3	5 weeks	GEN/300, FIN/370
ECO/415	Applied Economics in Business	3	5 weeks	GEN/300, ECO/212
ISCOM/305	Systems Operations Management	3	5 weeks	GEN/300, MGT/330, MGT/350
MGT/488	Strategic Business Management and Planning	3	5 weeks	GEN/300, ACC/280, MGT/330, MGT/350, MGT/437, ACC/400, ECO/415, BUS/475

Communications

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
COM/310	Communications Theories and Practice	3	5 weeks	GEN/300, COM/285
BCOM/405	Communications Law and Ethics	3	5 weeks	GEN/300, MGT/216, COM/285, COM/310
BCOM/475	Strategic Business Communication	3	5 weeks	GEN/300, COM/310, BCOM/405, plus 3 additional courses from Communications concentration electives
	Communications Concentration Electives (Choose 3)			
COM/330	Small Group and Team Communication	3	5 weeks	GEN/300, COM/310
COM/340	Mass Communication	3	5 weeks	GEN/300, COM/310
COM/350	Organizational Communication	3	5 weeks	GEN/300, COM/310
COM/360	Intercultural Communication	3	5 weeks	GEN/300, COM/310
COM/400	Media and Society	3	5 weeks	GEN/300, COM/310
COM/470	Mediation & Conflict Resolution	3	5 weeks	GEN/300, COM/310
BCOM/426	Media and Advertising	3	5 weeks	GEN/300, COM/310
MKT/438	Public Relations	3	5 weeks	GEN/300, MKT/421

E-Business

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
EBUS/400	E-Business	3	5 weeks	GEN/300, BIS/219, MGT/330, MGT/350
EBUS/410	E-Business Management I	3	5 weeks	GEN/300, BIS/219, MGT/330, MGT/350
EBUS/420	E-Business Management II	3	5 weeks	GEN/300, BIS/219, MGT/330, MGT/350, EBUS/410
	E-Business Concentration Electives (Choose 3)			
BIS/375	Supply Chain Information Management in Online Environments	3	5 weeks	GEN/300, BIS/219, MGT/330, MGT/350
BRM/440	Online Retailing	3	5 weeks	GEN/300, MGT/330,

				MGT/350
MKT/455	Internet Marketing	3	5 weeks	GEN/300, MKT/421
MGT/437	Project Management	3	5 weeks	GEN/300, MGT/330, MGT/350
EBUS/405	E-Business Technologies	3	5 weeks	GEN/300, BIS/219, MGT/330, MGT/350
EBUS/430	E-Business Cases	3	5 weeks	GEN/300, MGT/307, MGT/330, MGT/350, EBUS/400, EBUS/410, EBUS/420

Finance

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
FIN/366	Financial Institutions	3	5 weeks	GEN/300, FIN/370
FIN/415	Corporate Risk Management	3	5 weeks	GEN/300, FIN/370
FIN/419	Finance for Decision Making	3	5 weeks	GEN/300, FIN/370
FIN/486	Strategic Financial Management	3	5 weeks	GEN/300, FIN/370, FIN/366, FIN/415, FIN/419, plus two additional classes from the Finance concentration electives
	Finance Concentration Electives (Choose 2)			
FIN/375	Financial Management in the Small Business	3	5 weeks	GEN/300, FIN/370
FIN/380	Financial Management of Non-Profit Organizations	3	5 weeks	GEN/300, FIN/370
FIN/385	Government Finance	3	5 weeks	GEN/300, FIN/370
FIN/402	Investment Fundamentals & Portfolio Management	3	5 weeks	GEN/300, FIN/370
FIN/403	Global Finance	3	5 weeks	GEN/300, FIN/370
FIN/410	Working Capital Management	3	5 weeks	GEN/300, FIN/370
FIN/420	Personal Financial Planning	3	5 weeks	GEN/300, FIN/370
FIN/444	Mergers, Acquisitions, and Corporate Restructuring	3	5 weeks	GEN/300, FIN/370, FIN/419
FIN/467	Real Estate Investment	3	5 weeks	GEN/300, FIN/370

Global Business Management

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
GBM/380	Global Business	3	5 weeks	GEN/300, MGT/330, MGT/350
GBM/381	International Trade	3	5 weeks	GEN/300, MGT/330, MGT/350, GBM/380
GBM/489	Strategic Topics in Global Business Management	3	5 weeks	GEN/300, MGT/330, MGT/350, FIN/370, GBM/380, GBM/381, plus 3 additional courses from the Global Business Management concentration electives
	Global Business Management Concentration Electives (Choose 3)			
MKT/450	International Marketing	3	5 weeks	GEN/300, MKT/421
FIN/403	Global Finance	3	5 weeks	GEN/300, ACC/280, FIN/370
HRM/350	International Human Resource Management	3	5 weeks	GEN/300, HRM/300
ISCOM/383	Global Value Chain Management	3	5 weeks	GEN/300, MGT/330, MGT/350
OI/312	Global Innovation	3	5 weeks	GEN/300, MGT/330, MGT/350
GBM/376	Geopolitical Issues in Global Business	3	5 weeks	GEN/300, MGT/330, MGT/350
BUS/430	International Business Law	3	5 weeks	GEN/300, MGT/330, MGT/350, BUS/415

Green & Sustainable Enterprise Management

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
BUS/304	Survey of Green and Sustainable Business	3	5 weeks	GEN/300
MGT/360	Green and Sustainable Enterprise Management	3	5 weeks	GEN/300, MGT/330, MGT/307, MGT/350, BUS/304
BUS/372	Business Sustainability Standards	3	5 weeks	GEN/300, MGT/330,MGT/350, MGT/360

MGT/470	Sustainable Enterprise Planning	3	5 weeks	GEN/300, MGT/330, MGT/307, MGT/350, MGT/360, BUS/372, BUS/304
	Green & Sustainable Enterprise Management Concentration Electives (Choose 2)			
BUS/327	The Sustainable Organization	3	5 weeks	GEN/300, MGT/330, MGT/307
ECO/370	Environmental Economics	3	5 weeks	GEN/300, ECO/212
MGT/403	Environmental Management Systems	3	5 weeks	GEN/300, MGT/330
MKT/411	Green Marketing	3	5 weeks	GEN/300, MKT/421

Hospitality Management

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
HM/370	Hospitality Management	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/330, MGT/350
HRM/300	Fundamentals of Human Resource Management	3	5 weeks	GEN/300, MTH/209, COMM/215
HM/475	Hospitality Decision Analysis	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/216, MGT/330, MGT/350, HM/370, FIN/370, MGT/431
	Hospitality Management Concentration Electives (Choose 3)			
MGT/371	Lodging Management	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/330, MGT/350, HM/370
MGT/372	Food and Beverage Management	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/330, MGT/350, HM/370
MGT/373	Events and Recreation Management	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/330, MGT/350, HM/370
MGT/374	Facilities Management	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/330, MGT/350, HM/370
BIS/303	Managing Information Technology in the Hospitality Industry	3	5 weeks	GEN/300, MTH/209, COMM/215, BIS/219
HM/301	Ethics and Professional	3	5 weeks	GEN/300, MTH/209,

	Responsibility in Hospitality Management			COMM/215, MGT/216
HM/322	Gaming Management	3	5 weeks	GEN/300, MTH/209, COMM/215, BUS/415
MGT/314	Hospitality Entrepreneurship	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/330
BUS/411	The Legal Environment of Hospitality Management	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/216, BUS/415
HM/486	Trends and Emerging Issues in Hospitality	3	5 weeks	GEN/300, MTH/209, COMM/215, BUS/415, MKT/421
HRM/457	Advanced Topics in Human Resource Management for Hospitality	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/330, MGT/431, BUS/415
MKT/444	Hospitality Marketing	3	5 weeks	GEN/300, MTH/209, COMM/215, MGT/344, MKT/421
MGT/455	Risk Management in the Hospitality Industry	3	5 weeks	GEN/300, MTH/209, COMM/215, BUS/415

Human Resource Management

Course #	Course Name	Credits	Length	Prerequisite(s)
	18 credit hours			
HRM/300	Fundamentals of Human Resource Management	3	5 weeks	GEN/300
MGT/434	Employment Law	3	5 weeks	GEN/300, MGT/330, MGT/350, HRM/300
HRM/498	Strategic Human Resource Management and Emerging Issues	3	5 weeks	GEN/300, MGT/330, MGT/307, MGT/350, HRM/300, MGT/434
	Human Resource Management Concentration Electives (Choose 3)			
HRM/310	Change Management	3	5 weeks	GEN/300
HRM/319	Human Resource Information Systems	3	5 weeks	GEN/300, BIS/219, HRM/300
HRM/322	Workforce Planning and Employment	3	5 weeks	GEN/300, MGT/330, MGT/307, HRM/300
HRM/323	Employee Relations	3	5 weeks	GEN/300, MGT/330, MGT/307, HRM/300
HRM/324	Total Compensation	3	5 weeks	GEN/300, MGT/330, HRM/300
HRM/326	Employee Development	3	5 weeks	GEN/300, GMT/330,

				MGT/307, HRM/300
HRM/350	International Human Resource Management	3	5 weeks	GEN/300, MGT/330, MGT/307, HRM/300
HRM/420	Human Resource Risk Management	3	5 weeks	GEN/300, MGT/350, HRM/300
HRM/445	Legal Environment of Human Resource Management	3	5 weeks	GEN/300, MGT/330, MGT/350, HRM/300, MGT/434

Information Systems

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
BIS/303	Managing Information Systems in the Hospitality Industry	3	5 weeks	GEN/300, BIS/219
BIS/318	Technology in Retail Management	3	5 weeks	GEN/300, BIS/219, MGT/330, MGT/350
ACC/340	Accounting Information System I	3	5 weeks	GEN/300, BIS/219, ACC/280, MGT/330, MGT/350
BIS/375	Supply Chain Information Management in Online Environments	3	5 weeks	GEN/300, BIS/219, MGT/330, MGT/350
	Information Systems Concentration Electives (Choose 2)			
BSA/375	Fundamentals of Business Systems Development	3	5 weeks	GEN/300, BIS/219, MGT/330, MGT/350
NTC/360	Network and Telecommunication Concepts	3	5 weeks	GEN/300, BIS/219, MGT/330, MGT/350
MGT/437	Project Management	3	5 weeks	GEN/300, MGT/330, MGT/350
EBUS/405	E-Business Technologies	3	5 weeks	GEN/300, BIS/219, MGT/330, MGT/350

Integrated Supply Chain and Operations Management

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
ISCOM/305	Systems Operations Management	3	5 weeks	GEN/300, MGT/330, MGT/350

ISCOM/424	End-to-End Supply Chain Management	3	5 weeks	GEN/300, MGT/330, MGT/350, ISCOM/305
ISCOM/476	Integrated Supply Chain Applications	3	5 weeks	GEN/300, MGT/330, MGT/350, ISCOM/305, ISCOM/424
	Integrated Supply Chain and Operations Management Concentration Electives (Choose 3)			
ISCOM/352	Logistics Management	3	5 weeks	GEN/300, MGT/330, MGT/350
ISCOM/361	Purchasing and Procurement	3	5 weeks	GEN/300, MGT/330, MGT/350
ISCOM/370	Strategic Supply Chain Management	3	5 weeks	GEN/300, MGT/330, MGT/350
ISCOM/373	Global Sourcing and Procurement	3	5 weeks	GEN/300, MGT/330, MGT/350
ISCOM/374	Integrated Logistics Management	3	5 weeks	GEN/300, MGT/330, MGT/350, ISCOM/305
BIS/375	Supply Chain Information Management in Online Environments	3	5 weeks	GEN/300, MGT/330, MGT/350
ISCOM/386	Service Operations Management	3	5 weeks	GEN/300, MGT/330, MGT/350
MKT/414	Supply Chain Manufacturing and Marketing	3	5 weeks	GEN/300, MGT/330, MGT/350, MKT/421
MGT/420	Managing Quality in the Supply Chain	3	5 weeks	GEN/300, MGT/330, MGT/350
ISCOM/472	Lean Enterprise	3	5 weeks	GEN/300, MGT/330, MGT/350
BUS/488	Business Law in Supply Chain Management	3	5 weeks	GEN/300, MGT/330, MGT/350, BUS/415
ISCOM/383	Global Value Chain Management	3	5 weeks	GEN/300, MGT/330, MGT/350

Management

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
MGT/431	Human Resources Management	3	5 weeks	GEN/300, MGT/330, MGT/350
MGT/445	Organizational Negotiations	3	5 weeks	GEN/300, MGT/330, MGT/350
MGT/448	Global Business Strategies	3	5 weeks	GEN/300, MGT/330, MGT/350

MGT/449	Quality Management and Productivity	3	5 weeks	GEN/300, MGT/330, MGT/350
MGT/498	Strategic Management	3	5 weeks	GEN/300, MGT/330, MGT/431, MGT/445, MGT/448, MGT/449, plus one additional course from the Management concentration electives
	Management Concentration Electives (Choose 1)			
MGT/308	Managing Diversity	3	5 weeks	GEN/300, MGT/330
MGT/309	Organizational Development	3	5 weeks	GEN/300, MGT/330
MGT/317	Critical Skills in Management	3	5 weeks	GEN/300, MGT/330
MGT/360	Green and Sustainable Enterprise Management	3	5 weeks	GEN/300, MGT/330, MGT/307, MGT/350
MGT/380	Organizational Change Management	3	5 weeks	GEN/300, MGT/330, MGT/307
OI/361	Innovation, Design, and Creativity for a Competitive Advantage	3	5 weeks	GEN/300, MGT/330, MGT/307, MGT/350

Marketing

Course #	Course Name	Credits	Length	Prerequisite(s)
	18 credit hours			
MKT/438	Public Relations	3	5 weeks	GEN/300, MKT/421
MKT/441	Marketing Research	3	5 weeks	GEN/300, MKT/421
MKT/498	Integrated Marketing Strategies	3	5 weeks	GEN/300, MKT/421, MKT/438, MKT/441, plus 3 additional classes from the Marketing concentration electives
	Marketing Concentration Electives (Choose 3)			
MKT/411	Green Marketing	3	5 weeks	GEN/300, MKT/421
MKT/431	Small Business Marketing	3	5 weeks	GEN/300, MKT/421
MKT/435	Consumer Behavior	3	5 weeks	GEN/300, MKT/421
MKT/445	Sales Tools and Strategies	3	5 weeks	GEN/300, MKT/421
MKT/447	Advertising and Creative Strategy	3	5 weeks	GEN/300, MKT/421
MKT/450	International Marketing	3	5 weeks	GEN/300, MKT/421
MKT/453	Product Development	3	5 weeks	GEN/300, MKT/421
MKT/455	Internet Marketing	3	5 weeks	GEN/300, MKT/421

Organizational Innovation

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
OI/361	Innovation, Design, and Creativity for a Competitive Advantage	3	5 weeks	GEN/300, MGT/307, MGT/330, MGT/350
OI/363	The Innovative Organization	3	5 weeks	GEN/300, MGT/307, MGT/330, MGT/350
OI/365	Knowledge Management and Intellectual Capital	3	5 weeks	GEN/300, MGT/307, MGT/330, MGT/350
OI/466	Organizational Innovation Integrated Project	3	5 weeks	GEN/300, MGT/307, MGT/330, MGT/350, OI/361, OI/363, OI/365
	Organizational Innovation Concentration Electives (Choose 2)			
OI/362	Business Management and the Principles of Design	3	5 weeks	GEN/300, MGT/330, MGT/350
OI/364	Disruptive Business Practices: Management and Technology	3	5 weeks	GEN/300, MGT/307, MGT/330, MGT/350
MGT/380	Organizational Change Management	3	5 weeks	GEN/300, MGT/307, MGT/330, MGT/350
MGT/411	Innovative and Creative Business Thinking	3	5 weeks	GEN/300, MGT/330, MGT/350
OI/312	Global Innovation	3	5 weeks	GEN/300, MGT/330, MGT/350

Public Administration

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
BPA/301	Foundations of Public Administration	3	5 weeks	GEN/300, MGT/216, MGT/330, MGT/350
BPA/302	Politics and Citizenship: The Public Policy Environment	3	5 weeks	GEN/300, MGT/216, MGT/330, MGT/350
BPA/303	Public Programs: Implementation and Evaluation in a Dynamic Environment	3	5 weeks	GEN/300, MGT/216, MGT/330,MGT/350
BPA/406	The Public Leader: Integration and Application	3	5 weeks	GEN/300, MGT/216, MGT/330, MGT/350, BPA/301, BPA/302, BPA/303, plus 2 additional courses from

				the Public Administration concentration electives
	Public Administration Concentration Electives (Choose 2)			
MGT/434	Employment Law	3	5 weeks	GEN/300, BUS/415
HRM/330	Human Resources and Labor Relations in Public Service	3	5 weeks	GEN/300, HRM/300, MGT/307, MGT/330, MGT/350
FIN/390	Public Finance: Sources, Management, and Reports	3	5 weeks	GEN/300, FIN/370, MGT/330, MGT/350

Retail Management

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
BRM/353	Product and Brand Management	3	5 weeks	GEN/300, MGT/330, MGT/350
MGT/356	Retail Personnel Management	3	5 weeks	GEN/300, MGT/330, MGT/350, BRM/353
BRM/451	Strategic Retail Management	3	5 weeks	GEN/300, MGT/330, MGT/350, BRM/353, MGT/356, plus 2 additional courses from the Retail Management concentration electives
	Retail Management Concentration Electives (Choose 3)			
BIS/318	Technology in Retail Management	3	5 weeks	GEN/300, MGT/330, MGT/350
ISCOM/354	Retail Operations: Supply Management	3	5 weeks	GEN/300, MGT/330, MGT/350
ISCOM/355	Retail Operations: Technology and Finance	3	5 weeks	GEN/300, MGT/330, MGT/350
MGT/387	Retail Management for Small Business	3	5 weeks	GEN/300, MGT/330, MGT/350
BUS/418	Retail Pricing Strategies	3	5 weeks	GEN/300, MGT/330, MGT/350
MGT/425	Employment Law in Retail Management	3	5 weeks	GEN/300, MGT/356, BUS/415
MKT/435	Consumer Behavior	3	5 weeks	GEN/300, MKT/421
MKT/438	Public Relations	3	5 weeks	GEN/300, MKT/421
BRM/440	Online Retailing	3	5 weeks	GEN/300, MGT/330, MGT/350

MKT/452	Retail Marketing	3	5 weeks	GEN/300, MGT/330, MGT/350, MKT/421
MKT/455	Internet Marketing	3	5 weeks	GEN/300, MKT/421

Small Business Management & Entrepreneurship

Course #	Course Name	Credits	Length	Prerequisite(s)
18 credit hours				
MGT/300	Survey of Small Business Management and Entrepreneurship	3	5 weeks	GEN/300, MGT/330
MGT/401	The Small Business: Structure, Planning and Funding	3	5 weeks	GEN/300, MGT/300, MGT/330, MGT/307, MGT/350, MTH/209, COMM/215, ACC/280, FIN/370, MKT/421
MGT/418	Evaluating New Business Opportunities	3	5 weeks	GEN/300, MGT/300, MGT/307, MGT/350, BUS/415
MGT/465	Small Business and Entrepreneurial Planning	3	5 weeks	GEN/300, MGT/300, MGT/330, MGT/307, MGT/350, MTH/209, COMM/215, ACC/280, FIN/370, MKT/421, MGT/401, MGT/418
	Small Business Management & Entrepreneurship Concentration Electives (Choose 2)			
LDR/301	Small Business Leadership	3	5 weeks	GEN/300, MGT/330
MGT/306	Family Business Management	3	5 weeks	GEN/300, MGT/330, MGT/350
FIN/375	Financial Management in the Small Business	3	5 weeks	GEN/300, MGT/330, FIN/370
MKT/431	Small Business Marketing	3	5 weeks	GEN/300, MGT/330, FIN/370, MKT/421
BUS/401	Business Law for Entrepreneurs	3	5 weeks	GEN/300, MGT/330, BUS/415
ISCOM/422	Operations Management for Small Business	3	5 weeks	GEN/300, MGT/300, MGT/330

GEN 300 Skills for Professional Development

Course Description

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

ECO 212 Principles of Economics

Course Description

This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.

BIS 219 Business Information Systems

Course Description

This course provides an overview of business information systems. This includes a broad foundation for both technical and non-technical business professions. Special emphasis is placed on how information is used by different types of businesses across different industries.

MGT 216 Organizational Ethics and Social Responsibility

Course Description

This course provides a foundational perspective for socially responsible management practices in business. Special emphasis is placed on the inter-related nature of ethics, moral, legal and social issues in managing individuals, groups and the organization within a business environment.

ACC 280 Principles of Accounting

Course Description

This course focuses on the principles of accounting for the non-accounting student. The student will learn to explain the connection between accounting and fundamental micro and macro economic principles. Other topics include the accounting equation, transaction analysis, financial statement preparation and analysis, internal control, the regulatory environment of accounting, corporate compliance, and global accounting issues.

COM 285 Business Communications

Course Description

This course introduces students to the foundations of communications in a business setting. Students are exposed to various topics related to interpersonal and group communication applications in an office or virtual office setting. Students develop skills in various forms of written communication, including memos, emails, business letters and reports. Communication ethics and cross-cultural communications are also explored.

MGT 330 Management: Theory, Practice, & Application

Course Description

This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.

MGT 307 Organizational Behavior and Group Dynamics

Course Description

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings. Managing organizational behavior challenges individuals to understand and embrace workforce diversity, elements of change, effective communication, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in organizations in the new millennium.

MGT 350 Critical Thinking: Strategies in Decision Making

Course Description

This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce and dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.

RES 341 Research and Evaluation I

Course Description

This course integrates applied business research and descriptive statistics. Examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques and interpretation of statistical findings in business and research will be the primary focus.

RES 342 Research and Evaluation II

Course Description

This course integrates applied business research and descriptive statistics. Examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques and interpretation of statistical findings in business and research will be the primary focus.

FIN 370 Finance for Business

Course Description

This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

BUS 415 Business Law

Course Description

This course examines, analyzes, and applies to the modern business environment the nature, formation and system of law in the United States.

MKT 421 Marketing

Course Description

This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

BUS 475 Integrated Business Topics

Course Description

The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

Concentrations (Choose One):

Accounting

The Accounting Concentration promotes identification with and orientation to the accounting profession and is designed to provide knowledge skills, and abilities necessary to a successful accounting career. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. Technology, in particular, is embedded in all accounting

courses. Students also have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

In the Accounting Concentration, 18 credit hours are required. Students must successfully complete six required courses: ACC/281 (Accounting Transaction Analysis), ACC/349 (Cost Accounting), ACC/421 (Intermediate Financial Accounting I), ACC/422 (Intermediate Financial Accounting II), ACC/423 (Intermediate Financial Accounting III), and ACC/490 (Auditing). All courses in the accounting concentration have prerequisite requirements, specifically ACC/280 (Principles of Accounting). These courses were determined after examining all state board of accountancy jurisdictions and also after considerations were made to the AA/Accounting and MS/Accounting programs. The courses making up the BSB/Accounting v. 2009 concentration were selected based on the understanding that students will progress through the BSB/Accounting and enroll in the MS/Accounting to satisfy their state board of accountancy requirements. This sequence is also designed to prepare business students with a broad understanding of accounting. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

ACC 281 Accounting Transaction Analysis

Course Description

This course introduces the reporting of transactions for plant assets, liabilities, accounting for corporations, investments, statements of cash flows, time value of money, payroll accounting, and other significant liabilities.

ACC 349 Cost Accounting

Course Description

This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

ACC421 Intermediate Financial Accounting I

Course Description

This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 422 Intermediate Financial Accounting II

Course Description

This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, as well as cash and cash equivalents. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 Intermediate Financial Accounting III

Course Description

This course is the third of a three-part series of courses related to intermediate accounting. This course examines owners' equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 490 Auditing

Course Description

This course deals with auditing a company's financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.

Administration

The Business Administration concentration is designed for the working professional employed in a business or public organization. The majority of the coursework emphasizes quantitative skills and is designed to enable graduates to deal effectively with an increasingly complex business environment. The administration concentration examines the areas of operations management, project management, economics, accounting, finance, and strategic management.

In the Administration concentration, 18 credit hours are required. Students must successfully complete six required courses: MGT/437 (Project Management), ACC/400 (Accounting for Decision Making), FIN/419 (Finance for Decision Making), ECO/415 (Applied Economics in Business), ISCOM/305 (Systems Operations Management), and MGT/488 (Strategic Business Management and Planning). In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

MGT 437 Project Management

Course Description

This course examines project management roles and environments, the project life cycle, and various techniques of work planning, control, and evaluation for project success.

ACC 400 Accounting for Decision Making

Course Description

This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.

FIN 419 Finance for Decision Making

Course Description

This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

ECO 415 Applied Economics in Business

Course Description

This course applies economic concepts for strategic economic decision-making in business. This includes the practical application of microeconomics and macroeconomic theory in business through the assimilation of strategic concepts and analysis of actual economic events.

ISCOM 305 Systems Operations Management

Course Description

This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.

MGT 488 Strategic Business Management and Planning

Course Description

This course applies critical and strategic business management techniques for managing business planning and risks. This includes relevant theories, tools, techniques, and best practices for creating and implementing an effective business continuity program and plan. Special emphasis is placed on business ethics, sustainability, innovation, and the legal environment of business.

Communications

The Bachelor of Science in Business in Communications concentration is designed to develop the knowledge and skills for effective communication within the business environment. The communications concentration focuses on the development of professional competencies and values in such areas as public relations, communications theory, communication law and ethics, mass communication, media and advertising, and electronic publishing.

In the Business Communications Concentration, 18 credit hours are required. Students must successfully complete three required courses: COM/310 (Communication Theories and Practice), BCOM/405 (Communications Law and Ethics, and BCOM/475 (Strategic Business Communication). Students must also complete three additional business elective courses (9-credit hours) within the Business Communications Concentration. All courses in the Business Communications Concentration have prerequisite requirements, specifically COM/285 (Business Communications), which is part of the BSB foundation. In addition to the required course of study,

students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree

COM 310 Communications Theories and Practice

Course Description

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

BCOM 405 Communications Law and Ethics

Course Description

This course focuses on the legal and ethical environment of communications in business. Emphases will be placed on free speech, legal actions, intellectual property, business practices, ethics, and future trends in business communications.

BCOM 475 Strategic Business Communication

Course Description

In this course, students will integrate the principles and practices of communications theory and practice with communication law and ethics, mass communications, and other major communications areas. Students will utilize their communications knowledge and skills to be more effective managers in the business environment. Students will also create a strategic communications plan.

Electives (Choose 3)

COM 330 Small Group and Team Communication

Course Description

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

COM 340 Mass Communication

Course Description

This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 350 Organizational Communication

.Course Description

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

COM 360 Intercultural Communication

Course Description

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

COM 400 Media and Society

Course Description

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

COM 470 Mediation and Conflict Resolution

Course Description

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

BCOM 426 Advertising and Media Communications

Course Description

This course focuses on the role of media communication and advertising in the business environment. Topics will explore media and advertising, media campaigns, media technologies, and the future of media communication and advertising.

MKT 438 Public Relations

Course Description

This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

E-Business

The E-Business concentration is designed to enable students to acquire theory, skills, and values that are associated with a business environment where there is an increasing dependence on Internet and web-based technology. The focus of the curriculum is the application of electronic business in today's' workplace.

In the E-Business concentration, 18 credit hours are required. Students must successfully complete three required courses: EBUS/400 (E-Business), EBUS/410 (E-Business Management I), and EBUS/420 (E-Business Management II). Students must also complete three additional business elective courses (9-credit hours) within the e-Business concentration. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

EBUS 400 E-Business

Course Description

This course introduces the model for conducting business-to-business and business-to-consumer electronic transactions. Topics include the application of e-business strategic management, how to leverage technology to enhance business processes, the unique characteristics of e-marketing, and how the legal, ethical, and regulatory environments act as a filter for conducting e-business.

EBUS 410 E-Business Management I

Course Description

In today's global market, e-business can no longer be considered an independent phenomenon from the organization. Instead, e-business permeates all functional areas of the organization and must be considered in all aspects of managerial decision-making and problem solving. This course is the first of a two-part sequence that addresses the critical e-business considerations and emerging trends that general managers face in today's e-business-centric organizational environment. Students will be prepared with the skills and knowledge necessary to effectively integrate e-business tools, models, and best practices within various types of organizations.

EBUS 420 E-Business Management II

Course Description

In today's global market, e-business can no longer be considered an independent phenomenon from the organization. Instead, e-business permeates all functional areas of the organization and must be considered in all aspects of managerial decision-making and problem soling. This course is the second of a two-part sequence that addresses the critical e-business considerations

and emerging trends that general managers face in today's e-business-centric organizational environment. Students will be prepared with the skills and knowledge necessary to effectively integrate e-business tools, models, and best practices within various types of organizations.

Electives (Choose 3):

BIS 375 Supply Chain Information Management in Online Environments

Course Description

This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

BRM 440 Online Retailing

Course Description

This course provides in an in-depth look at the online retailing environment. Special consideration is given to comparing online retailing to traditional brick and mortar retailing; components of the online retail environment; online marketing; consumer protection; and emerging trends in online retailing.

MKT 455 Internet Marketing

Course Description

This course examines the impact of the Internet on traditional marketing methods and how it has transformed the contemporary marketing landscape. Emphasis will be placed upon the uses of the Internet for the marketing of goods, services, information, and the impact of Internet technology on marketing strategy and practices. The course examines strategies for Internet marketing and analyzes customer relationship management models and applications in the Business to Business (B2B) and Business to Consumer (B2C) environments.

MGT 437 Project Management

Course Description

This course examines project management roles and environments, the project life cycle, and various techniques of work planning, control, and evaluation for project success.

EBUS 405 E-Business Technologies

Course Description

This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

EBUS 430 E-Business Cases

Course Description

This course analyzes examples of both e-Business successes and failures in order to identify critical success and failure factors. The course uses material presented in other courses in the program and in the analyses.

Finance

The Finance Concentration emphasizes fundamental and advanced financial concepts, theories, and practices to promote well-informed financial decision making. The Finance Concentration allows students to examine the areas of finance for decision making, financial risk management, mergers, acquisitions, and corporate restructuring, investment analysis and portfolio management, and global finance. Students will integrate advanced topics in financial management through real-world business application.

Financial managers need many different skills. Interpersonal skills are important because these jobs involve managing people and working as part of a team to solve problems. Financial managers must have excellent communication skills to explain complex financial data. Since financial managers work extensively with various departments in their firm, a broad understanding of business is essential. Financial managers should be creative thinkers and problem-solvers, applying their analytical skills to business. They must be comfortable with the latest computer technology. Financial managers must have knowledge of international finance because financial operations are increasingly being affected by the global economy.

In the Finance Concentration, 18 credit hours are required. Students must successfully complete four required courses: FIN/366 (Financial Institutions), FIN/415 (Corporate Risk Management), FIN/419 (Finance for Decision Making), and FIN/486 (Strategic Financial Management). Students must also complete two additional business elective courses (6-credit hours) within the Finance Concentration. All courses in the Finance Concentration have prerequisite requirements, specifically FIN/370 (Finance for Business), which is part of the BSB foundation. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

FIN 366 Financial Institutions

Course Description

This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.

FIN 415 Corporate Risk Management

Course Description

This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations as well as other means to finance risk management (including the use of hedging strategies and reinsurance) in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and

techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 419 Finance for Decision Making

Course Description

This course addresses advanced concepts in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 486 Strategic Financial Management

Course Description

This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.

Electives (Choose 2):

FIN 375 Financial Management in the Small Business

Course Description

This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance. Specifically, students will address funding, debt management, cash-flow management, financial planning, and capital budgeting from the small business perspective.

FIN 380 Financial Management of Non-Profit Organizations

Course Description

This course emphasizes the utilization of key financial concepts to effectively obtain desired goals and objectives by non-profit organizations in the private, public, and the international arenas. While profit oriented entities focus on maximizing shareholder's wealth, non-profit organizations are concerned with deriving maximum benefit for each dollar expended on a charitable endeavor. The centrality of finance to achieve such goal will be thoroughly explored.

FIN 385 Government Finance

Course Description

This course will expose the learner to accounting concepts, financial theories, and practices to promote well-informed financial and managerial decision making in various levels of government. Learners will compare and contrast aspects of finance between for-profit organizations and

government with respect to the environment, legal and ethical guidelines, and the budgeting process.

FIN 402 Investment Fundamentals & Portfolio Management

Course Description

This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in investment planning and the selection process. Students will apply financial models and investment strategies to analyze and manage investments for various types of organizations.

FIN 403 Global Finance

Course Description

This course examines financial issues in the global environment from the perspective of both domestic and multinational organizations. Students will analyze the international business environment and will apply financial concepts and practices to a global market to maximize value. They will use financial concepts to make informed international investment and financing decisions, including those involving e-business and technology. Areas of emphasis include: the environment of global finance, foreign exchange and derivatives markets, global risk management, financing foreign operations, and foreign investments.

FIN 410 Working Capital Management

Course Description

This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.

FIN 420 Personal Financial Planning

Course Description

This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations. Topics range from investment goals and alternatives, to long term financing for major personal asset acquisition, and personal tax impact and minimization.

FIN 444 Mergers, Acquisitions, and Corporate Restructuring

Course Description

This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines the reason most merger and acquisition activity fails to meet pre-M&A financial expectations.

FIN 467 Real Estate Investment

Course Description

This course will focus on the primacy of real estate as an investment vehicle along with its risk and return characteristics. The course provides an overview of the financing instruments available in the capital markets for real estate investments. Techniques of real estate investment analysis will be explored, including financing, taxes, and decision-making criteria in today's real estate investment environment.

Global Business Management

The Global Business Management concentration emphasizes fundamental principles and practices of conducting global business activities. Components include: international marketing, international trade and investment, global finance, global human resource management, and global value-chain management. Students will integrate advanced topics in global business management through real-life applications. The program promotes the development of a "global mindset" and reflects the dynamic nature of global business realities.

In the Global Business Management concentration, 18 credit hours are required. Students must successfully complete three required courses: GBM/380 (Global Business), GBM/381 (International Trade), and GBM/489 (Strategic Topics in Global Business Management). Students must also complete three additional business elective courses (9-credit hours) within the Global Business Management concentration. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

GBM 380 Global Business

Course Description

This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.

GBM 381 International Trade

Course Description

This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.

GBM 489 Strategic Topics in Global Business Management

Course Description

This course applies the principles of international trade, global monetary systems, international organizations, and economic development to make effective strategic business decisions. Emphasis is placed on utilizing improved strategic thinking and decision-making capabilities in the global environment.

Electives (Choose 3):

MKT 450 International Marketing

Course Description

This course provides the conceptual framework for marketing across national borders, as well as marketing within different foreign environments. Students study how international marketing programs are developed, as well as the various factors that affect decision-making in an international setting.

FIN 403 Global Finance

Course Description

This course examines financial issues in the global environment from the perspective of both domestic and multinational organizations. Students will analyze the international business environment and will apply financial concepts and practices to a global market to maximize value. They will use financial concepts to make informed international investment and financing decisions, including those involving e-business and technology. Areas of emphasis include: the environment of global finance, foreign exchange and derivatives markets, global risk management, financing foreign operations, and foreign investments.

HRM 350 International Human Resource Management

Course Description

This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

ISCOM 383 Global Value Chain Management

Course Description

This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.

OI 312 Global Innovation

Course Description

This course addresses how innovation is allowing rapid business growth in the global market. Special emphasis is placed on how technology is innovating business processes in developing counties as well as newly emerging global competitors that are driving innovation domestically and abroad.

GBM 376 Geopolitical Issues in Global Business

Course Description

This course develops knowledge and skills necessary for global managers to effectively deal with cross-cultural and geo-political elements in the work environment. Emphasis is placed on the elements of culture and the impact on ethics and business management across cultures to maximize cross-cultural communication and enhance global business synergies.

BUS 430 International Business Law

Course Description

This course addresses the legal and regulatory environment of international business. This includes legal risk management, internationals rules of law and relationship, the Foreign Corrupt Practices Act, and strategic business considerations when choosing to operate in the global market. Special emphasis is placed on the importance of international regulations, regional laws, and country-specific legal requirements of the United States, China, and the EU.

Green and Sustainable Enterprise Management

The Green and Sustainable Enterprise Management concentration will prepare students for management careers based on sustainable business practices. The program emphasizes the development of skills in operating standards, enterprise planning, social responsibility, sustainable management techniques. Upon completion of this program students will possess the knowledge and skills needed to manage business enterprises for a sustainable future.

In the Green and Sustainable Enterprise Management concentration, 18 credit hours are required. Students must successfully complete four required courses: BUS/284 (Survey of Green and Sustainable Business), MGT/360 (Sustainable Enterprise Management), BUS/372 (Business Sustainable Standards), and MGT/470 (Sustainable Enterprise Planning). Students must also complete two additional business elective courses (6-credit hours) within the Sustainable Enterprise Management concentration. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

BUS 304 Survey of Green and Sustainable Business

Course Description

This course provides an overview of the evolution and modern concepts of sustainable management in business. This includes how environmental principles developed into modern sustainable management practices; the influences of technology; product and service design; and the regulatory environment of sustainable business.

MGT 360 Green and Sustainable Enterprise Management

Course Description

This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on

production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

BUS 372 Business Sustainability Standards

Course Description

This course provides a regulatory and compliance overview the local, state, and federal business sustainability standards. Special emphasis is placed on ISO requirements, LEED certification, and emerging sustainability standards for business. Students will also address compliance as a competitive advantage and the ethical responsibility of businesses to employees, the community, and the environment.

MGT 470 Sustainable Enterprise Planning

Course Description

This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics, resource allocation, and the regulatory environment to developing a sustainable business plan for the future.

Electives (Choose 2):

BUS 327 The Sustainable Organization

Course Description

This course focuses on the business practices and tools that add economic, social, and ethical value to the business resources of a sustainable enterprise. Emphasis is placed on the general science of sustainability, consumptive calculations of manufacturing, and the impact of business decisions on the environment.

ECO 370 Environmental Economics

Course Description

This course provides an examination of the economic variables of operating a sustainable enterprise. This includes resource allocation, sustainable economic models, and prioritizing the needs of the organization against the economic impact outside of the organization.

MGT 403 Environmental Management Systems

Course Description

This course provides a framework for managing Environmental Management Systems (EMS). This includes continuous improvement through environmental management; facilities and supply-chain management; systems integration; environmental considerations; and operational utilization of environmental management systems.

MKT 411 Green Marketing

Course Description

This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

Hospitality Management

The Hospitality Management concentration will prepare students for careers in the hospitality industry. The program emphasizes the development of skills in lodging management; food and beverage operations management; events and recreation planning; and facilities management. Upon completion of this program students will possess the knowledge and skills needed to become leaders in the hospitality industry.

In the Hospitality Management concentration, 18 credit hours are required. Students must successfully complete three required courses: HM/370 Hospitality Management, HRM/300 Fundamentals of Human Resource Management, and HM/475 Hospitality Decision Analysis. Students must also complete three additional business elective courses (9-credit hours) within the Hospitality Management concentration. Select courses have prerequisite requirements. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

HM 370 Hospitality Management

Course Description

This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HRM 300 Fundamentals of Human Resource Management

Course Description

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

HM 475 Hospitality Decision Analysis

Course Description

This capstone course integrates the principles and concepts of hospitality operations management. Upon completion of this course, students will be able to prepare a service delivery

model, conduct financial analyses, and develop sales and marketing strategies within a hospitality organization.

Electives (Choose 3):

MGT 371 Lodging Management

Course Description

This course provides students with the opportunity to examine various lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.

MGT 372 Food and Beverage Management

Course Description

This course focuses on operating and strategic challenges facing managers in the food and beverage industry. Topics include cost control, forecasting, food safety, service standards, and staffing. Students will learn to utilize managerial tools to make sound business decisions in a food and beverage organization.

MGT 373 Events and Recreation Management

Course Description

This course explores the dynamic field of convention management and recreation businesses. Convention related topics include meeting planning, exhibit management, and event management. Recreation and leisure topics include sporting events and activities, resort offerings, and entertainment. Upon completion of this course students will be able to plan recreational programs and events.

MGT 374 Facilities Management

Course Description

This course introduces students to the complex field of facilities management. Special emphasis is placed on facility maintenance, risk management, insurance, and liability issues relating to guests and employees. Other issues covered include compliance, security, and cost control. Upon completion of this course students will be able to identify potential liabilities and risks associated with the hospitality industry.

BIS 303 Managing Information Technology in the Hospitality Industry

Course Description

This course provides a managerial overview of information technology in the hospitality industry. Special emphasis in placed in utilizing information technology systems such as POS, inventory tracking, and reservation networks to make managerial and strategic decisions for the organization.

HM 301 Ethics and Professional Responsibility in Hospitality Management

Course Description

This course provides an overview of the ethical framework and the application of ethical practices and professional responsibility in the hospitality sector. This includes ethical considerations in personnel management, operations, and training as well as regulatory requirements, dealing with the public, and customer service considerations.

HM 322 Gaming Management

Course Description

This course provides an overview of the business practices and principles unique to the gaming industry. This includes an overview of the history and evolution of gaming, different venues, and the business implications of the economic and social impact of the industry. Special emphasis is placed on legal, ethical, and social issues related to gaming entertainment as a business entity.

MGT 314 Hospitality Entrepreneurship

Course Description

This course provides an overview of the managerial and entrepreneurial skills needed to operate and manage a small business in the hospitality industry. Special emphasis is placed on business planning, marketing, financial management, and the regulatory environment.

BUS 411 The Legal Environment of Hospitality Management

Course Description

This course addresses the regulatory environment, legal concepts, and procedural compliance of administering a business in the hospitality and tourism industry. Special emphasis is placed on liability awareness, risk reduction of legal actions, human resource compliance, and the duty of care to the public when working in hospitality management.

HM 486 Trends and Emerging Issues in Hospitality

Course Description

This course applies a strategic perspective to assessing new trends and emerging issues in hospitality management. Special emphasis is placed on applying a global perspective to new and emerging markets in the hospitality industry. This includes consideration of changing social and economic groups as well as shifting demand for existing and new products and services.

HRM 457 Advanced Topics in Human Resource Management for Hospitality

Course Description

This course provides an integrative discussion of advanced topics in human resource management in the hospitality industry. Special emphasis is placed on the legal issues in compensation and benefits; independent contractors versus employees; strategies for managing employee diversity; and performance management.

MKT 444 Hospitality Marketing

Course Description

This course applies the general tools of marketing to the specific needs of the hospitality management industry. Special emphasis is placed on the global, regional, individual, and ethical considerations when building customer-relationships through marketing.

MGT 455 Risk Management in the Hospitality Industry

Course Description

This course provides a framework for assessing risk from the hospitality management perspective. Students will evaluate various risk evaluation tools as appropriate for different components of the hospitality industry. Special emphasis is placed on the assessing risk, the risk management process, risk evaluation, preventative planning.

Human Resource Management

The Human Resource Management Concentration helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The concentration addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management Concentration introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership.

In the Human Resource Management Concentration, 18 credit hours are required. Students must successfully complete three required courses: HRM/300 (Fundamentals of Human Resource Management), MGT/434 (Employment Law), and HRM/498 Strategic Human Resource Management and Emerging Issues). Students must also complete three additional business elective courses (9-credit hours) within the Human Resource Management Concentration. All courses in the Human Resource Management Concentration have prerequisite requirements, specifically HRM/300 (Fundamentals of Human Resource Management). In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

HRM 300 Fundamentals of Human Resource Management

Course Description

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

MGT 434 Employment Law

Course Description

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

HRM 498 Strategic Human Resource Management and Emerging Issues

Course Description

This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

Electives (Choose 3):

HRM 310 Change Management

Course Description

This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.

HRM 319 Human Resource Information Systems

Course Description

This course focuses on the interface of the Human Resource Management functions of an organization with computer technology. It identifies issues involved in creating, implementing,

and maintaining human resources systems and the benefits of human resources systems. The course explores key topics in depth using computer analysis models to aid in managerial decision areas such as staffing, employee development, position management, total compensation, outsourcing options, and professional development.

HRM 322 Workforce Planning and Employment

Course Description

This course addresses the complex roles and practices of human resource professionals as strategic partners in realizing the organization's objectives for market performance and productivity. The course provides a foundation in important techniques and practices that are critical for effective human resource initiatives and performance of the firm. Topics include: employee recruitment, interviewing, orientation, human resource planning, testing, staffing, and managing separations.

HRM 323 Employee Relations

Course Description

This course focuses on the broad topic of employee relations, the relationship between management and employees in an organization. The student will develop a better understanding of the HR role and of the day-to-day skills and practices used to manage the relationship. Topics include: conflict resolution, unions, labor relations and performance management.

HRM 324 Total Compensation

Course Description

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

HRM 326 Employee Development

Course Description

This course explores the role and relevance of employee development in today's business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

HRM 350 International Human Resource Management

Course Description

This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon

completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

HRM 420 Human Resource Risk Management

Course Description

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

HRM 445 Legal Environment of Human Resource Management

Course Description

This course builds upon the main employment laws that affect employment practices and human resource management. The course will focus on how employment law impacts the specific functions of human resource management. Students will examine the critical statutes that have had the greatest effect on the workplace and explore the regulations and court decisions that have resulted from these statutes. Students will explore the complex and ever-changing regulatory human resource environment.

Information Systems

The Information Systems concentration is designed to help the student acquire the theory, skills, and values associated with a business environment that has an increasing dependence on information systems. This concentration will focus on the application of information systems within a business foundation.

In the Information Systems concentration, 18 credit hours are required. Students must successfully complete four required courses: BIS/303 (Managing Information Systems in the Hospitality Industry), BIS/318 (Technology in Retail Management), ACC/340 (Accounting Information Systems), and BIS/375 (Supply Chain Information Management and Online Environments). Students must also complete two additional business elective courses (6-credit hours) within the Information Systems concentration. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

BIS 303 Managing Information Systems in the Hospitality Industry

Course Description

This course provides a managerial overview of information technology in the hospitality industry. Special emphasis in placed in utilizing information technology systems such as POS, inventory tracking, and reservation networks to make managerial and strategic decisions for the organization.

BIS 318 Technology in Retail Management

Course Description

This course address how technology is used in retail management organizations. Emphasis is placed on applying technology and data collected from POS systems, customer tracking, and inventory management systems to make informed business decisions.

ACC 340 Accounting Information System I

Course Description

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

BIS 375 Supply Chain Information Management in Online Environments

Course Description

This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

Electives (Choose 2):

BSA 375 Fundamentals of Business Systems Development

Course Description

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

NTC 360 Network and Telecommunication Concepts

Course Description

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

MGT 437 Project Management

Course Description

This course examines project management roles and environments, the project life cycle, and various techniques of work planning, control, and evaluation for project success.

EBUS 405 E-Business Technologies

Course Description

This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

Integrated Supply Chain and Operations Management

The Integrated Supply Chain and Operations Management concentration focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization's supply chain. The program highlights the important role a supply chain plays in satisfying customer demands and expectations. The program also emphasizes a company's need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all operations within its supply chain.

In the Integrated Supply Chain and Operations Management (ISCOM) concentration, 18 credit hours are required. Students must successfully complete three required courses: ISCOM/305 (Systems Operations Management), ISCOM/424 (End-to-End Supply Chain Management), and ISCOM/476 (Integrated Supply Chain Applications). Students must also complete three additional business elective courses (9-credit hours) within the Integrated Supply Chain and Operations Management concentration. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 (124 for Kansas) semester-credit minimums required for completion of the degree.

ISCOM 305 Systems Operations Management

Course Description

This course outlines the main components of effective systems operations management. This includes effectively managing data collection, inventory optimization, operational procedures, information technology resources, and operational components for effective decision making.

ISCOM 424 End-to-End Supply Chain Management

Course Description

This course prepares students to be effective managers in end-to-end supply chain management. This refers to tracking all segments of the supply chain beginning with capturing customer requirements to customer consumption and disposal. Special emphasis is placed on enhancing supply chain efficiencies through problem-solving methodologies including Six Sigma, Lean management. Students will also apply the principles of Supplier Relationship Management (SRM)

and Customer Relationship Management (CRM) to make effective end-to-end supply chain decisions.

ISCOM 476 Integrated Supply Chain Applications

Course Description

This course introduces students to the importance of a strategic plan and its interaction with, and impact on, supply chain applications. Students will understand the processes of supply change creation and improvement, and as a result, the effects it has on competition. Students will be able to select and apply a set of metrics to the supply chain, which demonstrate performance standards are achieved.

Electives (Choose 3):

ISCOM 352 Logistics Management

Course Description

This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

ISCOM 361 Purchasing and Procurement

Course Description

This course addresses the relationship between supply chain management and procurement. This includes overview of both the procurement process and commodity markets. Students will address procurement from a strategic perspective as well as at the operational level.

ISCOM 370 Strategic Supply Chain Management

Course Description

This course will provide an overview of the strategic elements and functional relationships within manufacturing and service supply chains. Emphasis is placed on the integration of strategic planning, sourcing, operations, and logistics to achieve a sustainable competitive advantage.

ISCOM 373 Global Sourcing and Procurement

Course Description

This course introduces students to the concepts and issues of supply chain management from a global sourcing and procurement perspective. Special emphasis is placed on addresses purchasing operations and structures; strategic global-sourcing processes and the critical supply chain elements of managing supply chain inventory; information and supply chain management systems; and performance measurement and evaluation.

ISCOM 374 Integrated Logistics Management

Course Description

This course prepares students to strategically plan, implement, and control the efficient and effective flow and storage of goods, service, and related information from a point-of-origin to a point-of-consumption. This course also focuses on transportation, inventory management, warehousing, and customer services.

BIS 375 Supply Chain Information Management in Online Environments

Course Description

This course introduces students to the theory and practice of conducting supply chain functions over the Internet. It addresses various business strategies for buying, selling, or exchanging products, services, and information via computer networks. Legal and ethical requirements for handling supply chain business over the Internet are addressed.

ISCOM 386 Service Operations Management

Course Description

The course presents structured techniques for evaluating operating efficiency and effectiveness in the service sector. Special emphasis is placed on key service principles. Students learn how to manage service operations through a series of case studies and applications, inventory control, waiting time management, project management, site selection, performance evaluation, and scoring systems.

MKT 414 Supply Chain Manufacturing and Marketing

Course Description

This course applies the concepts of marketing to supply chain management. This includes a discussion of applying the marketing concepts of the 4 Ps and SWOTT analysis in order to make effective operational and supply chain decisions.

MGT 420 Managing Quality in the Supply Chain

Course Description

This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.

ISCOM 472 Lean Enterprise

Course Description

This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

BUS 488 Business Law in Supply Chain Management

Course Description

This course addresses the aspects of business law in supply chain management. This includes the regulatory environment, shipping laws, and contract law. Students will discuss business law in supply chain management from both a domestic and international perspective.

ISCOM 383 Global Value Chain Management

Course Description

This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.

Management

The Management Concentration emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Concentration allows students the opportunity to examine the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations. Students will integrate advanced topics in management through real-world business application.

In the Management Concentration, 18 credit hours are required. Students must successfully complete five required courses: MGT/431 (Human Resource Management), MGT/445 (Organizational Negotiations), MGT/448 (Global Business), MGT/449 (Quality Management and Productivity), and MGT/498 (Strategic Management). Students must also complete one additional business elective course (3-credit hours) within the Management Concentration. All courses in the Management Concentration have prerequisite requirements, specifically MGT/330 (Management Theory, Practice, and Application), which is part of the BSB foundation. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

MGT 431 Human Resources Management

Course Description

This course focuses on the strategic role of human resource management, personnel planning and job analysis, personnel selection, performance appraisal, compensation, training, and development from the vantage point of the manager.

MGT 445 Organizational Negotiations

Course Description

This course provides an overview of negotiations in an organizational setting. Students will learn negotiation processes and strategies, the role of stakeholder interests in negotiation, and how to apply these concepts to the workplace. Students will also examine conflict management techniques as well as emerging negotiation trends in globalization and technology.

MGT 448 Global Business Strategies

Course Description

The manager's perspective in the fields of international payments, international trade, and investment are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.

MGT 449 Quality Management and Productivity

Course Description

This course examines the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methodologies to aid managers in assuring the organization's quality system is effectively meeting the organization's continuous improvement goals.

MGT 498 Strategic Management

Course Description

This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

Electives (Choose 1):

MGT 308 Managing Diversity

Course Description

This course presents a general overview of issues in workplace diversity. A special emphasis is placed on both theoretical and practical applications needed to recognize the challenges and opportunities present in managing a diverse workforce and developing strategies to maximize organizational effectiveness.

MGT 309 Organizational Development

Course Description

This course provides students with an understanding of organizational development concepts, theories, and best practices necessary to manage, develop, and sustain a high-performing learning organization. This will include a review of the various stages of organizational development along with an examination of change management issues and strategies for managers.

MGT 317 Critical Skills in Management

Course Description

This course provides students with fundamental knowledge and skills necessary to make important management decisions. This course places emphasis on general managerial knowledge and skills required for effective personal, interpersonal, and group leadership regarding the direction of daily business affairs in a global business environment.

MGT 360 Green and Sustainable Enterprise Management

Course Description

This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

MGT 380 Organizational Change Management

Course Description

This course prepares students to be effective agents for change in the business community. This includes a step-wise framework for understanding, designing, and implementing change successfully. Special emphasis is placed on organizational change, program design, change processes, and successfully implementing both short-term and long-term change within the organization.

OI 361 Innovation, Design, and Creativity for a Competitive Advantage

Course Description

This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

Marketing

The Marketing Concentration addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The marketing concentration builds upon the foundational marketing course, which allows further study in the areas of consumer behavior, advertising, marketing research, public relations, and international marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

In the Marketing Concentration, 18 credit hours are required. Students must successfully complete three required courses: MKT/438 (Public Relations), MKT/441 (Marketing Research) and MKT/498 (Integrated Marketing Strategies). Students must also complete three additional business elective courses (9-credit hours) within the Marketing concentration. All courses in the marketing concentration have prerequisite requirements, specifically MKT/421 (Marketing). In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

MKT 438 Public Relations

Course Description

This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

MKT 441 Marketing Research

Course Description

This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MKT 498 Integrated Marketing Strategies

Course Description

This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication tools including advertising, public relations, sales, promotion, event management, media selection, and marketing management.

Electives (Choose 3):

MKT 411 Green Marketing

Course Description

This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design;

awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

MKT 431 Small Business Marketing

Course Description

Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MKT 435 Consumer Behavior

Course Description

This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 445 Sales Tools and Strategies

Course Description

This course is an examination of basic principles involved in the sales process, the relationship between sales and business objectives, and managing the sales force and customer relationships. Emphasis is placed on sales planning, developing specific goals to meet the business objectives, and adapting to changes in the market.

MKT 447 Advertising and Creative Strategy

Course Description

This course provides an overview of advertising in the context of integrated marketing. Topics include the development of advertising objectives, creative guidelines, media selection and scheduling, budgeting, and performance evaluation.

MKT 450 International Marketing

Course Description

This course provides the conceptual framework for marketing across national borders, as well as marketing within different foreign environments. Students study how international marketing programs are developed, as well as the various factors that affect decision-making in an international setting.

MKT 453 Product Development

Course Description

This course explores the challenges organizations face in developing new products and services. Students will explore the various stages of new product development processes and understand factors influencing product launch strategies.

MKT 455 Internet Marketing

Course Description

This course examines the impact of the Internet on traditional marketing methods and how it has transformed the contemporary marketing landscape. Emphasis will be placed upon the uses of the Internet for the marketing of goods, services, information, and the impact of Internet technology on marketing strategy and practices. The course examines strategies for Internet marketing and analyzes customer relationship management models and applications in the B2B (business to business) and B2C (business to consumer) environments.

Organizational Innovation

The Organizational Innovation concentration focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization's supply chain. The program highlights the important role a supply chain plays in satisfying customer demands and expectations. The program also emphasizes a company's need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all operations within its supply chain.

In the Organizational Innovation concentration, 18 credit hours are required. Students must successfully complete four required courses: OI/361 (Innovation, Design, and Creativity for a Competitive Advantage), OI/363 (The Innovative Organization), OI/365 (Knowledge Management and Intellectual Capital), and OI/466 (Organizational Innovation Integrated Project). Students must also complete two additional business elective courses (6-credit hours) within the Organizational Innovation concentration. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

OI 361 Innovation, Design, and Creativity for a Competitive Advantage

Course Description

This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

OI 363 The Innovative Organization

Course Description

This course examines principles, models, guidelines, and strategies to support organizational innovation. Special emphasis is placed on leadership, innovative business models, metrics, learning systems, and the strategic and tactical considerations of an innovative organization.

OI 365 Knowledge Management and Intellectual Capital

Course Description

In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today's increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization's long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

OI 466 Organizational Innovation Integrated Project

Course Description

This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.

Electives (Choose 2):

OI 362 Business Management and the Principles of Design

Course Description

This course provides students with a general understanding of the principles of design and their relationship to the business environment. Emphasis is placed on how the specific elements of design principles and design strategies are applied across the organization.

OI 364 Disruptive Business Practices: Management and Technology

Course Description

This course provides students with the requisite knowledge and skills to effectively manage disruptive innovation in today's global business environment. Emphasis is placed on examining how disruptive business practices and technology are managed to create a competitive advantage and improve organizational value in strategies, processes, products, and services.

MGT 380 Organizational Change Management

Course Description

This course prepares students to be effective agents for change in the business community. This includes a step-wise framework for understanding, designing, and implementing change successfully. Special emphasis is placed on organizational change, program design, change processes, and successfully implementing both short-term and long-term change within the organization.

MGT 411 Innovative and Creative Business Thinking

Course Description

This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.

OI 312 Global Innovation

Course Description

This course addresses how innovation is allowing rapid business growth in the global market. Special emphasis is placed on how technology is innovating business processes in developing counties as well as newly emerging global competitors that are driving innovation domestically and abroad.

Public Administration

The Public Administration concentration focuses on the efficient and effective utilization of public resources to achieve the public purpose within a dynamic environment. The program will emphasize the foundations of public administration, public policy formulation, program development, implementation and valuation, human resources and labor relations, and public finance. Students will develop powerful leadership skills enabling them to successfully manage complex public programs.

In the Public Administration concentration, 18 credit hours are required. Students must successfully complete four required courses: BPA/301 (Foundations of Public Administration), BPA/302 (Politics and Citizenship: The Public Policy Environment), BPA/303 (Public Programs: Implementation and Evaluation in a Dynamic Environment), and BPA/406 (The Public Leader: Integration and Application). Students must also complete two additional business elective courses (6-credit hours) within the Public Administration concentration. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

BPA 301 Foundations of Public Administration

Course Description

This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

BPA 302 Politics and Citizenship: The Public Policy Environment

Course Description

This course explores the dynamic field of public policy development and examines decision-making in the ever-changing political environment. Use of multiple sources of policy input will be discussed, ranging from grass roots to legislative arenas. Current data sources and application of analytical tools will be presented as a means to best satisfy multiple needs.

BPA 303 Public Programs: Implementation and Evaluation in a Dynamic Environment

Course Description

This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

BPA 406 The Public Leader: Integration and Application

Course Description

This course is intended to synthesize the concepts and theories covered in previous public administration courses and deepens the student's understanding of the challenges and complexities facing the public leader. Students will explore the leadership styles of successful national, state, and local leaders to integrate and apply the principles and practices of public administration in a real world setting.

Electives (Choose 2):

MGT 434 Employment Law

Course Description

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

HRM 330 Human Resources and Labor Relations in Public Service

Course Description

This course explores the changing civil service system within the rich, varied and pluralistic public service of today. Course topics will include recruiting, staffing, employee retention, performance management, compensation, benefits, and promotion. Labor relations, with and without a collective bargaining agreement will be studied. Students will study the resolution of disagreements using alternative dispute resolution systems designed to advance the public purpose.

FIN 390 Public Finance: Sources, Management, and Reports

Course Description

This course explores the sources of revenue necessary to operate public programs, the ways in which funds are allocated and used, the responsibility for public stewardship, economic fiscal policy, and includes the need for accurate and complete reporting. Different approaches to public finance by federal, state, and local agencies are covered.

Retail Management

The Retail Management concentration focuses on the retail management environment. The program emphasizes skill development in strategic management, marketing, supply management, product and brand management, retail operations, merchandising, and personnel management unique to the retail industry. Upon completion of this program students will possess the knowledge and skills necessary to be leaders in the retail industry.

In the Retail Management concentration, 18 credit hours are required. Students must successfully complete three required courses: BRM/353 (Product and Brand Management), MGT/356 (Retail Personnel Management), and BRM/451 (Strategic Retail Management). Students must also complete three additional business elective courses (9-credit hours) within the Retail Management concentration. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

BRM 353 Product and Brand Management

Course Description

This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

MGT 356 Retail Personnel Management

Course Description

This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

BRM 451 Strategic Retail Management

Course Description

This course presents an overview of the strategic retail management environment from the beginning to the end of the retail value chain. Students gain an understanding of how to manage in the highly competitive retail environment. Issues concerning merchandising, customer experience, retail channels, diverse customer demographics, and other industry trends are examined.

Electives (Choose 3):

BIS 318 Technology in Retail Management

Course Description

This course addresses how technology is used in retail management. Emphasis is placed on applying technology and data collected from POS systems, customer tracking, and inventory management systems to make informed business decisions.

ISCOM 354 Technology in Retail Management

Course Description

This course encompasses an examination of the supply side of the retail value chain including logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

ISCOM 355 Retail Operations: Technology and Finance

Course Description

This course presents technology and finance concepts from a retail management context. Topics include inventory management, forecasting and reporting, buying, retail accounting, e-commerce, and database management. Upon completion of the course, students will possess the skills and knowledge necessary to manage the financial and technological operations of a retail business.

MGT 387 Retail Management for Small Business

Course Description

This course focuses on the establishment, operation, and activities of managing of a small retail operation. Special emphasis is placed on the marketing efforts specific to the resources of a small business providing a product and/or service. Students will also review the legal perspective, financial implications, and franchising considerations.

BUS 418 Retail Pricing Strategies

Course Description

This course provides both a theoretical and practical application to retail pricing strategies. Special emphasis is placed on pricing strategies, consumer motivation, and how pricing decisions are made. This includes a corporate-level, store-manager, and small business perspective in the retail environment.

MGT 425 Employment Law in Retail Management

Course Description

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

MKT 435 Consumer Behavior

Course Description

This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 438 Public Relations

Course Description

This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

BRM 440 Online Retailing

Course Description

This course provides in an in-depth look at the online retailing environment. Special consideration is given to comparing online retailing to traditional brick and mortar retailing; components of the online retail environment; online marketing; consumer protection; and emerging trends in online retailing.

MKT 452 Retail Marketing

Course Description

This course presents strategies for capitalizing on consumer behavior and growing retail market share through the application of research, advertising, and innovative retail marketing tactics.

Students will be prepared to execute the elements of the marketing mix to be successful in a retail setting.

MKT 455 Internet Marketing

Course Description

This course examines the impact of the Internet on traditional marketing methods and how it has transformed the contemporary marketing landscape. Emphasis will be placed upon the uses of the Internet for the marketing of goods, services, information, and the impact of Internet technology on marketing strategy and practices. The course examines strategies for Internet marketing and analyzes customer relationship management models and applications in the B2B (business to business) and B2C (business to consumer) environments.

Small Business Management & Entrepreneurship

The Small Business Management & Entrepreneurship concentration provides students with a course framework built around small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Within the concentration, students can elect to study advanced concepts in small business marketing, leadership, family business management, operations management, and business law for entrepreneurs. They may also elect to explore in more depth either small business management or entrepreneurship studies as a function of their concentration electives. Students graduating with the Small Business / Entrepreneurship concentration will be prepared to address the challenges and opportunities specific to small business management and entrepreneurship.

In the Small Business Management & Entrepreneurship concentration, 18 credit hours are required. Students must successfully complete four required courses: MGT/300 Survey of Small Business and Entrepreneurship Management, MGT401 The Small Business: Structure, Planning, Funding, MGT/418 Evaluating New Business Opportunities, and MGT/465 Small Business and Entrepreneurial Planning. Students must also complete two additional business elective courses (6-credit hours) within the Small Business / Entrepreneurship concentration. Select courses have prerequisite requirements. In addition to the required course of study, students must satisfy General Education and Elective requirements to meet the 120 semester-credit minimums required for completion of the degree.

MGT 300 Survey of Small Business Management

Course Description

This course provides an overview of critical issues faced in small business and entrepreneurship. Emphasis is place on what a small business entrepreneur should know when starting a business. This includes an overview of the how marketing, cash management, strategic pricing, and business planning principles relate to small business and entrepreneurship management.

MGT 401 The Small Business: Structure, Planning and Funding

Course Description

This course provides an overview of the Small Business from concept through funding. Emphasis on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 418 Evaluating New Business Opportunities

Course Description

This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

MGT 465 Small Business and Entrepreneurial Planning

Course Description

This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include a strategic application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting the business plan to the realistic needs of a small business owner and entrepreneur.

Electives (Choose 2):

LTR 301 Small Business Leadership

Course Description

This course explores how the Small Business Entrepreneur leads, manages, motivates and rewards employees while creating a culture focused on customer satisfaction. Emphasis is placed on leadership skills, people management, and strategic management while satisfying internal and external customers.

MGT 306 Family Business Management

Course Description

This course provides an overview of key issues relevant to managing a family-operated business. Special emphasis is placed on family business planning, financial management, growth methods, conflict management, and succession planning.

FIN 375 Financial Management in the Small Business

Course Description

This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance. Specifically, students will address funding, debt management, cash-flow management, financial planning, and capital budgeting form the small business perspective.

MKT 431 Small Business Marketing

Course Description

Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, developing effective pricing and advertising strategy.

BUS 401 Business Law for Entrepreneurs

Course Description

This course focuses on the legal issues faced by small business entrepreneurs. This includes the legal aspects of incorporation, human resource considerations, the regulatory environment, and legal business structures.

ISCOM 422 Operations Management for Small Business

Course Description

This course provides an overview of the tools needs to effectively coordinate operations management for small businesses. Emphasis is placed on process improvement, quality management and leadership, measuring process improvements, and optimization modeling.

Bachelor of Science in Human Services/Management

Bachelor of Science in Human Services/Management

Program Description

The Bachelor of Science in Human Services/Management (BSHS/M) program prepares graduates by giving them knowledge and basic skills to work in the human services industry. The BSHS/M is an integrated program combining academic instruction in the foundations of human services, such as counseling, social work, and psychology, with the management skills of planning, organizing, leading, assessing, and evaluating. BSHS/M students prepare for careers in management in the growing field of human services.

Bachelor of Science in Human Services/Management

Preferred Course Sequence and Prerequisite System

Course #	Course Title	Credits	Prerequisites
Foundation Courses			
BSHS 302	Introduction to Human Services	3 credits	24 credits
BSHS 322	Communication Skills for the Human Services Professional	3 credits	BSHS 302
MGT 331	Organizational Behavior	3 credits	
BSHS 312	Models of Effective Helping	3 credits	
MGT 330	Management: Theory, Practice, Application	3 credits	
BSHS 342	Human Lifespan Development	3 credits	
MGT 350	Critical Thinking: Strategies in Decision Making	3 credits	PHL 251
BSHS 402	Case Management	3 credits	BSHS 302, MTH 208, MTH 209, COMM 215, PHL 251
BSHS 332	Professional, Ethical and Legal Issues in Human Services	3 credits	BSHS 302, MTH 208, MTH 209, COMM 215, PHL 251
MGT 449	Quality Management and Productivity	3 credits	MTH 208, MTH 209
FIN 324	Financial Analysis for Manager I	3 credits	BSHS 302, MTH 208, MTH 209, COMM 215, PHL 251
BSHS 442	Advocacy and Mediation	3 credits	BSHS 302, MTH 208, MTH 209, COMM 215, PHL 251
PSY 428	Organization Psychology	3 credits	
BSHS 352	Technology in Human Services	3 credits	BSHS 302, MTH 208, MTH 209, COMM 215, PHL 251
BSHS 422	Cultural Diversity and Special Populations	3 credits	60/45/21 rule, MTH 209, COMM 215, PHL 251
BSHS 382	Research and Statistics	3 credits	BSHS 302, 60/45/21 rule, MTH 209, COMM 215, PHL 251
BSHS 462	Building Community in Organizations	3 credits	BSHS 302, 60/45/21 rule, MTH 209, COMM 215, PHL 251

MKT 421	Marketing	3 credits	COMM 215
BSHS 452	Program Design and Proposal Writing	3 credits	BSHS 302, MTH 208, MTH 209, COMM 215, PHL 251
GEN 480	Interdisciplinary Capstone Course	3 credits	Must be final Required Course
Total Credits for Core		**60 credits**	

BSHS 302 Introduction to Human Services

Course Description

This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to do critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

BSHS 322 Communication Skills for Human Services Professional

Course Description

This course explores the theory and practice of professional communication skills, including active listening, interviewing, verbal and nonverbal communications, exploration and goal setting skills, and various techniques for helping people change. Students will develop an understanding of the relationship dynamics between clinicians, clients, and human service staff through application of communication techniques and strategies.

MGT 331 Organizational Behavior

Course Description

This course in organizational behavior encompasses the study of individual and group behavior in organizational settings. Managing organizational behavior challenges individuals to understand and embrace workforce diversity, elements of change, effective communication, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in organizations in the new millennium.

BSHS 312 Models of Effective Helping

Course Description

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical bases for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human services worker.

MGT 330 Management: Theory, Practice, & Application

Course Description

This course explores the rich field of management in theory and practice, and as both a science and an art. The course also addresses the role of managers in the current world of rapid change, increased competitive forces, and increased expectations for the successful performance of employees and organizations. The focus is on some of the ways and means of achieving desired goals. The student will leave this course with a solid background in the nature and work of management and managers. Applications of concepts to current workplace issues will be stressed.

BSHS 342 Human Lifespan Development

Course Description

This course presents students with empirical research findings and theoretical frameworks to foster an understanding of the various stages and dimensions of human development across the lifespan. Emphasis is placed on biological, cognitive, emotional, and social development in a timeframe extending from prenatal development through the elder years and on toward eventual end of life and bereavement processes.

MGT 350 Critical Thinking: Strategies in Decision Making

Course Description

This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Emphasis is placed on preparing managers who can deal clearly, rationally, and creatively with a diverse workforce and dynamic workplace. This course equips students with concrete skills in critical thinking and decision making that will allow them to identify and solve organizational problems, as well as provide strategic direction.

BSHS 402 Case Management

Course Description

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in lease restrictive and most cost effective settings will be examined.

BSHS 332 Professional, Ethical, and Legal Issues in Human Services

Course Description

Ethical principles and practices of human service workers are examined in accordance with *The Community Support Skill Standards for Human Service Workers* and the *Ethical Standards of Human Service Professionals*. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

MGT 449 Quality Management and Productivity

Course Description

This course examines the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methodologies that will aid managers in assuring that the organization's quality system is effectively meeting the organization's continuous improvement goals.

FIN 324 Financial Analysis for Managers I

Course Description

This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include the

accounting environment, financial statements, financial markets, working capital management and financial planning, and internal controls.

BSHS 442 Advocacy and Mediation

Course Description

This course is designed to explore the potential use and benefits of mediation as a part of the advocacy process. Attention to overcoming barriers of effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative. Workshops will include role-plays in dyads and small groups.

PSY 428 Organizational Psychology

Course Description

This course is concerned with analyzing the external and internal system dynamics that maximize performance excellence of individual and work groups in an organization. Organizational Psychology focuses on the human factor of business. This course applies Organizational Psychology theories and techniques to the features/dimensions of corporate structure that are transforming in order to accommodate the changes in the modern world. An understanding of external and internal customer relations in the transformed organizations is discussed.

BSHS 352 Technology in Human Services

Course Description

This course is a survey of the use of communications technology in human services. It examines how technology affects the delivery of human services and how technology is used in delivering the service. Students are required to have access to the internet and have a valid e-mail address to take this course.

BSHS 422 Cultural Diversity and Special Populations

Course Description

Students will explore rich and unique features of ethnically diverse populations and "special populations," and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 382 Research and Statistics for the Social Sciences

Course Description

This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become "informed consumers" of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced to the students. Students will practice establishing research designs, critically evaluating research reports and interpreting statistical analyses.

BSHS 462 Building Community in Organizations

Course Description

This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications of considering organizations as communities, the skills necessary to effectively work in organizational communities and the powerful benefits of working in community. Emphasis will be placed on the skills of working effectively in community.

MKT 421 Marketing

Course Description

This course involves an integrated analysis of the role of marketing within the total organization. Specific attention is given to the analysis of factors affecting consumer behavior, the identification of marketing variables, the development and use of marketing strategies, and the discussion of international marketing issues.

BSHS 452 Program Design and Proposal Writing

Course Description

This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.

GEN 480 Interdisciplinary Capstone Course

Course Description

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

Bachelor of Science in Information Technology

Bachelor of Science in Information Technology

Program Description

The Bachelor of Science in Information Technology (BSIT) program is focused on the acquisition of theory and application of technical competencies associated with the information technology profession. The courses prepare students with fundamental knowledge in core technologies, such as systems analysis and design, programming, database design, network architecture and administration, Web technologies and application development, implementation and maintenance.

Concentrations

The BSIT concentrations are designed to provide the student with an emphasis within the following major functional areas of IT:

- Business Systems Analysis - designed to provide specific theories, competencies, and skills necessary for success as a business systems analyst. This concentration will examine a number of methodologies and tools important to the discipline.
- Information Systems Security - This concentration focuses on the concepts and principles of securing and protecting the information assets of the organization. The requirements for risk management and enterprise security are examined in this concentration.
- Multimedia & Visual Communication – This concentration focuses on the application of effective technical communication and design principles in the development of various digital media. The skill set obtained in this concentration prepares graduates to facilitate internal and external communications, information content management, and training and marketing materials in any organizational setting.
- Networks and Telecommunications - designed to provide specific theories, competencies, and skills necessary for success as a network administrator. This concentration is developed with a focus on the Networking+ body of knowledge including local area networks and wide area networks.
- Software Engineering - designed to provide specific theories, competencies, and skills necessary for success as a programming professional. This concentration focuses on the principles of software application development.
- Web Development - designed to provide specific theories, competencies, and skills necessary for success as a Web professional. The Web Development concentration prepares the student to design and develop websites for commercial operation.
- Information Technology Support - A concentration in Information Technology Support offers coursework in the technologies and methods necessary to provide technical support to information technology and computer system users. The students will learn the customer support aspects of personal computer desktop software applications, computer hardware and software including diagnosis and solutions.

Bachelor of Science in Information Technology

Program Requirements and Prerequisites

Course #	Course Title	Credits	Prerequisite(s)
GEN/300	Skills for Professional Development	3	---
CIS/205	Management Information Systems	3	GEN/300
PRG/210	Fundamentals of Programming with Algorithms and Logic	3	GEN/300
WEB/236	Web Design I	3	GEN/300, CIS/205, ENG/221
WEB/237	Web Design II	3	WEB/236
ENG/221	Technical Writing Fundamentals	3	GEN/300
BSA/310	Business Systems	3	CIS/205, MTH/209, COMM/215, ENG/221
BSA/375	Fundamentals of Business Systems Development	3	BSA/310
CMGT/410	Project Planning & Implementation	3	GEN/300
DBM/380	Database Concepts	3	PRG/210
POS/410	SQL for Business	3	DBM/380
NTC/360	Network and Telecommunication Concepts	3	ENG/221. CIS/205
PRG/420	Java Programming I	3	PRG/210
PRG/421	Java Programming II	3	PRG/420
CMGT/445	Applications Implementation	3	All courses in program
Total Credits		**45**	
Business Systems Analysis (BSA) Concentration			
POS/355	Intro to Operating Systems	3	CIS/205
BSA/400	Fundamentals of Business Systems Development II	3	BSA/375
BSA/411	Systems Analysis Methodologies	3	BSA/400
BSA/412	Systems Analysis Tools	3	BSA/411
CMGT/411	Project Planning Management	3	CMGT/410
Total Credits		**15**	

Information Systems Security (ISS) Concentration			
POS/420	Introduction to UNIX	3	NTC/360
POS/421	Windows Server Networking	3	NTC/360
CMGT/440	Intro to Information Systems Security	3	NTC/360
CMGT/442	Information Systems Risk Management	3	CMGT/440
CMGT/430	Enterprise Security	3	CMGT/440
Total Credits		**15**	
Multimedia & Visual Communication (MVC) Concentration			
VCT/235	Image Editing & Implementation	3	CIS/205
VCT/320	Electronic Publishing	3	CIS/205
VCT/410	Instructional Design	3	CIS/205
VCT/420	Multimedia Development	3	VCT/410
WEB/431	XML	3	WEB/236
Total Credits		**15**	
Networking & Telecommunications (NTC) Concentration			
NTC/240	Intro to LAN Technologies	3	CIS/205
NTC/241	Intro to W-LAN Technologies	3	NTC/240
NTC/242	Intro to WAN Technologies	3	NTC/241
CMGT/244	Intro to IT Security	3	NTC/240
POS/420	Intro to UNIX	3	NTC/360
Total Credits		**15**	
Software Engineering (SE) Concentration			
POS/355	Intro to Operating Systems	3	CIS/205
BSA/385	Intro to Software Engineering	3	BSA/375
CSS/422	Software Architecture	3	POS/355
POS/408	.NET I	3	PRG/210
POS/409	.NET II	3	POS/408
Total Credits		**15**	
Web Development Concentration			
VCT/235	Image Editing and Implementation	3	CIS/205
WEB/238	Web Development	3	WEB/237, VCT/235
WEB/407	Advanced Web Development	3	WEB/238
WEB/434	Website Commercialization I	3	WEB/407

WEB/435	Website Commercialization II	3	WEB/434
Total Credits		**15**	
Information Technology Support Concentration			
CIS/206	PC Applications Support	3	CIS/205
CIS/280	Computer Hardware Fundamentals	3	CIS/205
CIS/282	Computer Software Fundamentals	3	CIS/280
CIS/284	Enterprise Computer Support	3	CIS/282
CIS/286	Computer Maintenance and Troubleshooting	3	CIS/206
Total Credits		**15**	

GEN 300 Skills for Professional Development

Course Description

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

CIS 205 Management Information Systems

Course Description

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

PRG 210 Fundamentals of Programming with Algorithms and Logic

Course Description

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

WEB 236 Web Design I

Course Description

This course covers the design and application of hypertext markup language (HTML), which is used to create documents on the World Wide Web. The topics include structure, presentation format, lists, links, images, tables, frames, and forms. The student will create Web pages.

WEB 237 Web Design II

Course Description

This course continues the subject of WEB 404. Topics include designing multimedia Web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of Web programming tools.

ENG 221 Technical Writing Fundamentals

Course Description

ENG/221 covers the fundamentals and practices of using written communication in business and in the information technologies. Topics include strategies, techniques, and nuances for producing

emails, memos, reports, proposals, project specifications, and user manuals, as well as other technical documents. Students will prepare and deliver a presentation using Microsoft® PowerPoint®.

BSA 310 Business Systems

Course Description

This course reviews common business systems and their interrelationships. Business systems covered include finance, accounting, sales, marketing, human resources, legal and operations. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

BSA 375 Fundamentals of Business Systems Development

Course Description

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

CMGT 410 Project Planning & Implementation

Course Description

This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of information technology. This course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.

DBM 380 Database Concepts

Course Description

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

POS 410 SQL for Business

Course Description

This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.

NTC 360 Network and Telecommunication Concepts

Course Description

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

PRG 420 Java Programming I

Course Description

This course introduces object-oriented programming in the context of business applications development. The basics of the Java programming language are covered.

PRG 421 Java Programming II

Course Description

This course continues the subject in PRG/420, Java Programming I. Topics include designing complex applications and the use of data files.

CMGT 445 Applications Implementation

Course Description

This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

Business Systems Analysis (BSA) Concentration

POS 355 Introduction to Operating Systems

Course Description

This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

BSA 400 Fundamentals of Business Systems Development II

Course Description

This course continues the subject matter of BSA/375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed on examining enterprise-level business systems.

BSA 411 Systems Analysis Methodologies

Course Description

This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

BSA 412 Systems Analysis Tools

Course Description

This course builds upon the methodologies examined in *Systems Analysis Methodologies* by providing an emphasis on analysis tools – computer and non-computer supported. Emphasis is placed on when and how *Microsoft Visio* may be used for analysis.

CMGT 411 Project Planning Management

Course Description

This course examines project planning management according to the best practices of professional standards. The eight components of a project management plan will be analyzed and synthesized according to the Project Management Body of Knowledge (PMBOK). Students will demonstrate the ability to integrate the knowledge accumulated throughout the course by composing a comprehensive project management plan. This plan will prepare the student to manage the execution and controlling process groups of a project.

Information Systems Security (ISS) Concentration

POS 420 Introduction to UNIX

Course Description

This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems and processes. Commands for efficient management of UNIX system files, file systems and processes are also examined.

POS 421 Windows Server Networking

Course Description

This course is a survey of Windows® Server Administration. Topics emphasize the structure and the various applications supported by Windows® Server. The course includes remote, hands-on access to Windows® lab exercises.

CMGT 440 Introduction to Information Systems Security

Course Description

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

CMGT 442 Information Systems Risk Management

Course Description

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

CMGT 430 Enterprise Security

Course Description

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

Multimedia & Visual Communication (MVC) Concentration

VCT 235 Image Editing & Implementation

Course Description

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

VCT 320 Electronic Publishing

Course Description

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

VCT 410 Instructional Design

Course Description

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

VCT 420 Multimedia Development

Course Description

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

WEB 431 XML

Course Description

Building upon Web Design II, this course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.

Networking & Telecommunications (NTC) Concentration

NTC 240 Introduction to LAN Technologies

Course Description

This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

NTC 241 Introduction to W-LAN Technologies

Course Description

This course explores concepts of wireless networking systems, including wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with LAN, MAN, and WAN networks, basic wireless security, and network integration concepts.

NTC 242 Introduction to WAN Technologies

Course Description

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

CMGT 244 Introduction to IT Security

Course Description

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

POS 420 Introduction to UNIX

Course Description

This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems and processes. Commands for efficient management of UNIX system files, file systems and processes are also examined.

Software Engineering (SE) Concentration

POS 355 Introduction to Operating Systems

Course Description

This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

BSA 385 Introduction to Software Engineering

Course Description

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

CSS 422 Software Architecture

Course Description

This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.

POS 408 .NET I

Course Description

This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.

POS 409 .NET II

Course Description

This course extends the facilities and command sets of the Visual Basic programming system for Windows. Topics covered include designing Visual Basic applications, forms, event driven procedures, writing and debugging programs, databases, data files, and printing.

Web Development (WD) Concentration

VCT 235 Image Editing and Implementation

Course Description

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

WEB 238 Web Development

Course Description

This course covers topics such as designing multimedia Web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of Web programming tools.

WEB 407 Advanced Web Development

Course Description

This course focuses on existing and emerging Web development technologies. Topics include specialized Web markup languages, server-side backend databases, server-side programming, web services, enterprise Web development and Web applications.

WEB 434 Website Commercialization I

Course Description

This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include web-based interfaces, online supply chain management, eCommerce tools and techniques, branding, basic marketing strategies and Search Engine Optimization.

WEB 435 Website Commercialization II

Course Description

This course explores the concept of website commercialization from the perspective of an advanced web developer. Students will focus on client security and server security, social networks, virtual worlds, m-commerce, non-traditional marketing strategies and customer service.

Information Technology Support (ITS) Concentration

CIS 206 PC Applications Support

Course Description

This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.

CIS 280 Computer Hardware Fundamentals

Course Description

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

CIS 282 Computer Software Fundamentals

Course Description

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

CIS 284 Enterprise Computer Support

Course Description

This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support technician and provide exceptional computer support service. This course includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers.

CIS 286 Computer Maintenance and Troubleshooting

Course Description

This course is an introduction to computer hardware and software maintenance and troubleshooting. This course will focus on typical problem scenarios, diagnostics, procedures and solutions.

Master of Business Administration

Master of Business Administration

Program Description

The MBA program prepares students to become effective and efficient leaders in the diverse and dynamic global business community. Students will develop competencies in fundamental business functions and fluency in the use of appropriate analytical tools and technologies. Students will be sensitive to legal, ethical, and social values in the conduct and communication of business practices and decisions.

The MBA program prepares students to:

- Utilize appropriate written, oral and visual communication with stakeholders in the business environment.
- Be effective collaborators in managing others and working on teams.
- Demonstrate information and technology literacy and their effective utilization in business decision making.
- Understand and apply financial and statistical tools in support of management decision making.
- Demonstrate critical reasoning and reflection in developing innovative management solutions.
- Develop awareness of one's own values and how those values affect business decision making.
- Create value through integrated production of goods, services and information.
- Demonstrate knowledge and application of appropriate business management theories, models and tools for solving complex global business problems.

The MBA consists of 36-54 credit hours. Thirty-six credit hours constitute the core curriculum that covers the following areas of business: management, human capital management, business law, organizational leadership, quantitative reasoning for business, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

Students can gain additional knowledge in a concentration area through the selection and completion of 15 credits of elective courses.

Master of Business Administration

Preferred Course Sequence

Required Course of Study	Credits	Length	Prerequisite(s)
Management (must include MGT/521)	3	6 weeks	---
Human Capital Management	3	6 weeks	MGT/521
Business Law	3	6 weeks	MGT/521
Organizational Leadership	3	6 weeks	MGT/521
Quantitative Reasoning for Business (must include QRB/501)	3	6 weeks	---
Economics	3	6 weeks	MGT/521, QRB/501
Accounting	3	6 weeks	MGT/521, QRB/501
Applied Business Research & Statistics	3	6 weeks	MGT/521, QRB/501
Operations Management	3	6 weeks	MGT/521, QRB/501
Corporate Finance	3	6 weeks	MGT/521, QRB/501
Marketing	3	6 weeks	MGT/521, QRB/501
Strategic Planning & Implementation	3	6 weeks	All of the above course
Total:	**36**		

Below, please find the courses made available to students choosing the following Concentrations:

Accounting:

ACC Concentration	Course Title	Credits
ACC/541	Accounting Theory & Research	3
COM/530	Communications for Accountants	3
ACC/542	Accounting Information Systems	3
ACC/543	Managerial Accounting & Legal Aspects of Business	3
ACC/544	Internal Control Systems	3
ACC/545	Financial Reporting	3
ACC/546	Auditing	3
ACC/547	Taxation	3
ACC/548	Not-for-Profit & Government Accounting	3
ACC/556	Forensic Accounting	3
ACC/557	Accounting Ethics	3

Global Management:

GM Concentration	Course Title	Credits
ECO/GM561	International Economics	3
OPS/GM571	International Operations Management	3
FIN/GM571	International Corporate Finance	3
MKT/GM571	International Marketing	3
STR/GM581	International Strategic Planning & Implementation	3
CAP/GM591	Cases in Cross-Border Management	3

Healthcare Management:

HCM Concentration	Course Title	Credits
ECO/HC561	Economics in Health Care	3
ACC/HC561	Accounting in a Health Care Environment	3
QNT/HC561	Applied Research & Statistics in Health Care	3
OPS/HC571	Health Care Operations Management	3
FIN/HC571	Health Care Finance	3
HCS/578	Ethical, Legal & Regulatory Issues in Health Care	3

Human Resources Management:

HRM Concentration	Course Title	Credits
HRM/546	Human Resource Law	3
HRM/558	Research in Human Resource Management	3
HRM/548	Recruitment and Retention Practices	3
HRM/552	Organizational Training and Development	3
HRM/595	Human Resource Capstone Course	3
HRM/554	Occupational Health and Safety	3

Marketing:

MKT Concentration	Course Title	Credits
MKT/544	Integrated Marketing Communications	3
MKT/554	Consumer Behavior	3
MKT/552	Technology Applications and e-Marketing	3
MKT/562	Advanced International Marketing	3
MKT/593	Product Design and Development	3

Technology Management:

TM Concentration	Course Title	Credits
COM/TM541	Communications for Managers of Technology	3
QNT/TM561	Research & Statistics for Process Control	3
OPS/TM571	Operations Management in Technology	3
MKT/TM571	Marketing High Technology Products	3
STR/TM581	Strategic Planning & Implementation in a Technological Environment	3

Project Management:

PM Concentration	Course Title	Credits
PM/571	Project Management	3
PM/582	Project Leadership	3
PM/584	Project Risk Management	3
PM/586	Project Quality Management	3
PM/598	Project Management Capstone	3

Energy Management:

EM Concentration	Course Title	Credits
MGT/EM561	Energy Sector Management	3
FIN/EM571	Financial Management in the Energy Sector	3
ECO/EM561	Energy Economics	3
MKT/EM571	Marketing Energy	3
STR/EM581	Strategic Planning and Implementation for the Energy Sector	3

Small Business Management:

SBM Concentration	Course Title	Credits
ACC/SB561	Small Business Accounting	3
FIN/SB571	Small Business Finance	3
MKT/SB571	Small Business Marketing	3
STR/SB581	Implementing Business Strategy	3
ACC/SB591	Small Business Risk and Tax Management	3

MGT 521 Management

Course Description

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

HRM 531 Human Capital Development

Course Description

This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.

LAW 531 Business Law

Course Description

This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization's legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, forms of business, and governance.

LDR 531 Organizational Leadership

Course Description

This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.

QRB 501 Quantitative Reasoning for Business

Course Description

This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.

ECO 561 Economics

Course Description

This course applies economic concepts to make management decisions. Students employ the concepts of scare resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.

ACC 561 Accounting

Course Description

This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

QNT 561 Applied Business Research and Statistics

Course Description

This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis – including parametric and nonparametric tests of hypothesis and regression analysis.

OPS 571 Operations Management

Course Description

This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.

FIN 571 Corporate Finance

Course Description

This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.

MKT 571 Marketing

Course Description

This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

STR 581 Strategic Planning and Implementation

Course Description

This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.

Accounting Concentration

ACC/541 Accounting Theory & Research

Course Description

In this introductory course to the Master of Science in Accounting, students analyze the major approaches underlying accounting research and the principle tools for performing that research. Topics include a program and course overview; inventory and fixed assets; leases; derivative instruments, debt, and contingencies; segment reporting and pensions; and combinations, consolidations, and stockholder's equity.

COM/530 Communications for Accountants

Course Description

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

ACC/542 Accounting Information Systems

Course Description

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

ACC/543 Managerial Accounting & Legal Aspects of Business

Course Description

In this course, students examine managerial accounting as part of the business's accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.

ACC/544 Internal Control Systems

Course Description

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

ACC/545 Financial Reporting

Course Description

In this course, students explore stakeholders' needs for reliable and relevant information about the performance of the organization. Topics include reporting issues, reporting for working capital, reporting for assets, reporting for liabilities, equities, and consolidated financial statements.

ACC/546 Auditing

Course Description

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

ACC/547 Taxation

Course Description

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

ACC/548 Not-for-Profit & Government Accounting

Course Description

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

ACC/556 Forensic Accounting

Course Description

In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

ACC/557 Financial Accounting

Course Description

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

Global Management Concentration

ECO/GM561 International Economics

This course applies economic concepts to make international management decisions. Students employ the concepts of scare resources and opportunity costs to perform economic analysis presented in diverse formats. Other topics include supply and demand, comparative advantage, profit maximization, market structure, macroeconomic measurement, money, trade, exchange rates, and balance of payments.

OPS/GM571 International Operations Management

Course Description

This course applies planning and controlling concepts to increase the value of the global supply chain. Students learn to evaluate and improve processes across international borders. Other topics include process selection, process design, theory of constraints, project implementation, global capacity planning, lean production, global facility location, business forecasting, and logistics.

FIN/GM571 International Corporate Finance

Course Description

This course applies corporate finance concepts to make international management decisions. Students learn methods to evaluate financial alternatives and create financial plans presented in diverse formats. Other topics include cash flows, business valuation, working capital, capital budgets, long-term financing, hedging mechanisms, cultural approaches to time value of money, constraints on financial flows, and taxation.

MKT/GM571 International Marketing

Course Description

This course prepares students to apply international marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment presented across international borders. Topics include global market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

STR/GM581 International Strategic Planning & Implementation

Course Description

This capstone course integrates international concepts from all prior courses in the program. Students apply the concepts of internationalizing strategic planning and implementation to create sustainable competitive advantage for an organization presented across borders. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, and direct foreign investment.

CAP/GM591 Cases in Cross-Border Management

Course Description

This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.

Health Care Management Concentration

ECO/HC561 Economics in Health Care

Course Description

This course applies economic concepts to make health care management decisions. Students employ the concepts of scare resources and opportunity costs to perform economic analysis. Other topics include demand management, concepts of efficiency, production and distribution of health care services, regulation and reimbursement, incentives in health care, macroeconomic policy (including money), and international health markets.

ACC/HC561 Accounting in a Health Care Environment

Course Description

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

QNT/HC561 Applied Business in Research & Statistics in Health Care

Course Description

This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis – including parametric and nonparametric tests of hypothesis and regression analysis.

OPS/HC571 Health Care Operations Management

Course Description

This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.

FIN/HC571 Health Care Finance

Course Description

This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital management, capital budgets, long-term financing, and valuation of the business.

HCS/578 Ethical, Legal and Regulatory Issues in Health Care

Course Description

Ethical principles and decision-making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.

Human Resources Management Concentration

HRM/546 Human Resource Law

Course Description

This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.

HRM/558 Research in Human Resource Management

Course Description

This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.

HRM/548 Recruitment and Retention Practices

Course Description

This course prepares students to evaluate and develop a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM/552 Organizational Training and Development

Course Description

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

HRM/595 Human Resource Capstone Course

Course Description

This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, creativity and innovation, global workforce planning, career and leadership development, and performance analysis and appraisal.

HRM/554 Occupational Health and Safety

Course Description

This course applies health and safety principles to reduce hazards to a productive work environment. Students create a prevention program to promote occupational safety and health. Other topics include injury and illness compensation, safety risks, security risks, workplace violence, health and safety practices, emergency response plans, and issues related to substance abuse.

Marketing Concentration

MKT/544 Integrated Marketing Communications

Course Description

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

MKT/554 Consumer Behavior

Course Description

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

MKT/552 Technology Applications and e-Marketing

Course Description

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

MKT/562 Advanced International Marketing

Course Description

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

MKT/593 Product Design and Development

Course Description

In this capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.

Technology Management Concentration

COM/TM 541 Communications for Managers of Technology

Course Description

This course prepares graduate students to apply communication principles to the roles they play as technology managers. Students learn how to effectively communicate technical issues to non-technical stakeholders in a business environment. Other topics include the role of perception in communication, techniques to enhance group communication, aligning communication to an audience, cross-border communications, and ethics in organizational communications.

QNT/TM 561 Research and Statistics for Process Control

Course Description

This course prepares graduate students to apply statistics and probability concepts to business decisions in organizations that focus on process improvement. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis – including parametric and nonparametric tests of hypothesis and regression analysis.

OPS/TM 571 Operations Management in Technology

Course Description

This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes in technology. Other topics include project tools, process selection and design, theory of constraints, project management and implementation, capacity planning, lean production, facility location, business forecasting, and resource management.

MKT/TM 571 Marketing High Technology Products

Course Description

This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Students will also create business and ethical justifications for products that are technologically possible. Other

topics include technology and market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

STR/TM 581 Strategic Planning and Implementation in a Technological Environment

Course Description

This content area capstone course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for a technical organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, portfolio management, and the business case for commercializing technology.

Project Management Concentration

PM/571 Project Management

Course Description

This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.

PM/582 Project Leadership

Course Description

This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.

PM/584 Project Risk Management

Course Description

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

PM/586 Project Quality Management

Course Description

This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.

PM/598 Project Management Capstone

Course Description

In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create the project plan using Microsoft Project® software. Other topics include element® Project Management Professional (PMP) certification preparation.

Energy Management Concentration

MGT/EM561 Energy Sector Management

Course Description

This course integrates energy technology and management opportunities in the energy sector. Students will apply knowledge of the energy sector value change to identify a business opportunity. Other topics include renewable and non-renewable energy sources, science of energy, communications, energy sector terminology, corporate social responsibility, ethics, and negotiation.

FIN/EM571 Financial Management in the Energy Sector

Course Description

This course applies corporate finance concepts to make management decisions in the energy sector. Students analyze the financial merit of opportunities in renewable and non-renewable energy sources. Other topics include cash flows, business valuation, working capital, capital budgets, long-term financing, risk analysis and management, and financial planning.

ECO/EM561 Energy Economics

Course Description

This course applies economic concepts to make management decisions in the energy sector. Students apply concepts of supply and demand to create an economic model of a sub sector of the energy industry. Other topics include scarce resources, opportunity costs, profit maximization, market structure, macroeconomic measurement, money, trade, foreign exchange, regulatory issues, and economic analysis.

MKT/EM571 Marketing Energy

Course Description

This course prepares students to apply marketing concepts to affect public perception of energy alternatives. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, public relations and policy formulation.

STR/EM581 Strategic Planning and Implementation for the Energy Sector

Course Description

This capstone course integrates concepts from all prior courses in the program and the energy management concentration. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage in an energy organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, interdependent organizational relationships, technology adoption, and scenario planning.

Small Business Management Concentration

ACC/SB561 Small Business Accounting

Course Description

This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information using software tools. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.

FIN/SB571 Small Business Finance

Course Description

This course applies finance concepts to make management decisions for a small or start-up business. Students learn methods to evaluate financial alternatives and manage working capital. Other topics include cash flows, business valuation, due diligence, capital budgets, short- and long-term financing.

MKT/SB571 Small Business Marketing

Course Description

This course prepares students to apply marketing concepts to create sustainable customer value. Students learn to solve small business marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations within limited budgets.

STR/SB581 Implementing Business Strategy

Course Description

This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to develop a business plan for a small or start-up business. Other topics include environmental scanning, strategic analysis, social responsibility, implementation, evaluation, and risk management.

ACC/SB591 Small Business Risk and Tax Management

Course Description

This course applies principles of controllership to managing small business risk and taxes. Students learn to evaluate financial risks and tax consequences of alternative elections. Other topics include business formation and registration, separation of owner from entity, internal controls, insurance, common tax issues affecting small business, and succession planning.

Master of Information Systems/Management

Master of Information Systems/Management

Program Description

The Masters of Information Systems/Management (MIS/M) program is focused on the acquisition of information technology theory and the application of theory and practice to real world business opportunities and challenges. The courses provide current theory and knowledge of essential information technology and the basis of business management. While courses examine a broad range of information technology resources, the courses emphasize the management of such resources in order to meet an organization's challenges and goals.

The program has six main threads:

1. Business Management
2. Business Systems Analysis and Design
3. Programming
4. Databases
5. Networks and Telecommunications
6. The Web

Master of Information Systems/Management

Preferred Course Sequence and Prerequisite System

Course #	Course Title	Credits	Prerequisite(s)
COM/525	Managerial Communication & Ethics	3	---
ORG/502	Human Relations & Organizational Behavior	3	COM/525
LAW/529	Legal Environment of Business	3	COM/525
MM/520	Accounting & Finance for Management Decision Making	3	COM/525
CSS/561	Programming Concepts	3	COM/525
CMGT/555	Systems Analysis & Development	3	CSS/561
CMGT/575	CIS Project Management	3	CSS/561
DBM/500	Database Concepts	3	CMGT/555
DBM/502	Database Management	3	DBM/500
NTC/500	Networking Concepts	3	CMGT/555
NTC/502	Networking Management	3	NTC/500
CMGT/579	CIS Risk Management	3	NTC/502, DBM/502
CMGT/578	CIS Strategic Management	3	All courses in the program. Must be the last Course.
Total Credits		**39**	

COM 525 Managerial Communication and Ethics

Course Description

This course provides new graduate students with strategies for academic success within the University of Phoenix and its adult learning model. Topics include University of Phoenix Graduate School Tools and Competencies, Communication Skills, Societal Values and Ethical Foundations, Research and Information Utilization, Personal Values and Ethical Foundations, Collaboration, Critical Thinking, and Communication and Presentation Skills.

ORG 502 Human Relations and Organizational Behavior

Course Description

This course examines the human relations theory and practice through individual, group, and organizational performance. Topics include perspectives on organizational behavior, optimizing individual performance, leadership and power, organizational design and structure, change, and improving organizational effectiveness.

LAW 529 Legal Environment of Business

Course Description

This course prepares the manager to make business decisions within a legal and ethical framework. Topics include the regulatory environment, contracts, business torts, criminal law, property, business formation, employment law, and ethical considerations in business.

MM 520 Accounting and Finance for Managerial Decision Making

Course Description

This course addresses fundamental concepts of using accounting principles and financial tools and analysis for effective managerial decision making. Topics include the role of the financial manager in the organization, concepts and principles underlying financial accounting practices, financial statement analysis, operational planning and budgeting, and stakeholder relationships with financial institutions and advisory firms.

CSS 561 Programming Concepts

Course Description

This course provides the conceptual foundation to develop computer software programs. Topics include program structure and syntax, documentation, input/output, constants and variables, calculations, logic structures, control structures, arrays, and design considerations.

CMGT 555 Systems Analysis and Development

Course Description

This course provides a background in analysis and design techniques for business system and application development. Although the Systems Development Life Cycle (SDLC) is fundamental to the course, other methodologies and tools are examined from a managerial perspective.

CMGT 575 CIS Project Management

Course Description

This course addresses the processes and skills needed for successful project management in the computer information systems and technology environment of business. Topics include project scoping, estimating, scheduling, budgeting, tracking, and controlling. The course uses Microsoft Project®.

DBM 500 Database Concepts

Course Description

This courses will provide the fundamental knowledge students need to: recognize the information needs of a business and translate those needs to efficient and flexible file and database solutions; use file and database solutions to model and effectively support business processes; evaluate the construct, utility and possible business applications of: data warehousing, data marts, and data mining; analyze and obtain effective business solutions for data management; and identify business needs, which may be solved with client/server solutions.

DBM 502 Database Management

Course Description

The course focuses on database management systems from a managerial perspective. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization.

NTC 500 Networking Concepts

Course Description

This courses examines local area networks, wide area networks, enterprise wide networking, Internet, Intranets, topology mapping. Particular emphasis is placed on the selection of network solutions relative to business needs and emerging communication technology.

NTC 502 Networking Management

Course Description

This course focuses on enterprise-wide networking from a managerial perspective. Emphasis is placed on security and support of the enterprise network.

CMGT 579 CIS Risk Management

Course Description

This course addresses the need to provide for the protection of information assets and the management of risk exposure to those assets. The need to identify and reduce the risks to information assets will be examined. The course focuses on the need for control and protection of organizational data, the need for reliability in information systems (fault tolerance considerations), the identification of potential impacts present in the risks to information assets, the development of contingency plans and the role fulfilled by the implementation of security measures.

CMGT 578 CIS Strategic Planning

Course Description

This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Course topics include the need and responsibilities of an Information Management Steering Committee; the relationship of information systems planning to overall organizational goals; assessment of the organization's current state; determination of information technology, project, and management requirements; and the means of prioritizing and selecting systems projects.

Master of Management

Master of Management

Program Description

The Master of Management program is designed to enhance the management skills students need to function effectively within an organization. Students learn to synthesize business concepts and practices presented in this program to develop solutions for specific managerial situations found within the organizational environment. Areas of focus include development of human capital, implementation of organizational initiatives, managing conflict, fostering creativity, innovation through organizational design, and managing in a cross-cultural environment.

The Master of Management program at University of Phoenix utilizes problem-based learning where students refine their problem-solving skills along with their communication, creativity, information-utilization, and critical-thinking skills. They are assessed on the basis of their use of the problem-solving process (which employs a general rubric) as well as their communication and critical-thinking skills during their presentations. Learning teams will apply the principles of benchmarking throughout the program to research the most creative solutions to a problem. This will enrich the alternatives that learners consider in evaluating possible solutions to the problems.

Throughout the program, students will create and defend their solutions to problems of crisis management, profitable growth opportunities, and change leadership. Students gain experience in distilling a situation into a well-defined problem; applying tools and concepts to analyze a variety of alternative solutions; and selecting and defending their recommended course of action.

The MM program consists of 39 credit hours and includes three proficiency courses (MMPBL/501, MMPBL/502, and MMPBL/503), which may be satisfied in one of the following ways:

1) Undergraduate business degree conferred within the past 10 years; or
2) Comparable undergraduate business course work that meets the University's standard course waiver criteria; or
3) Comparable graduate business course work that meets the University's standard course waiver criteria—only if no undergraduate business coursework can be applied.

Students may also waive up to an additional nine credits using graduate courses that meet the University's standard course waiver criteria. There is a minimum residency requirement of 21 credits to complete the MM program.

Master of Management

Preferred Course Sequence and Prerequisite System

Course Number	Course Title	Credits	Prerequisites
MMPBL/500	Foundations of Problem-Based Learning	3	
Proficiency Courses			
MMPBL/501	Forces Influencing Business in the 21st Century	3	
MMPBL/502	Managing the Business Enterprise	3	
MMPBL/503	Introduction to Finance and Accounting	3	
Core Courses			
MMPBL/520	Transformational Leadership	3	MMPBL/500
MMPBL/530	Human Capital Development	3	MMPBL/500
MMPBL/510	Implementing Organizational Initiatives	3	MMPBL/500, MMPBL/501, MMPBL/502, MMPBL/503
MMPBL/540	Conflict Management	3	MMPBL/500, MMPBL/510
MMPBL/550	Creativity, Innovation, and Organizational Development	3	MMPBL/500, MMPBL/502, MMPBL/503, MMPBL/510
MMPBL/560	Managing in a Cross-Cultural Environment	3	MMPBL/500, MMPBL/502, MMPBL/503, MMPBL/510
MMPBL/570	Corporate Governance	3	MMPBL/500, MMPBL/502, MMPBL/503, MMPBL/510
MMPBL/580	Marketing Management	3	MMPBL/500, MMPBL/502, MMPBL/503, MMPBL/510
MMPBL/590	Strategies for Competitive Advantage	3	All previous courses
Total Credits		39	

MMPBL 500 Foundations of Problem-Based Learning

Course Description

This course introduces new graduate students to strategies for academic success within the University of Phoenix. Topics include University of Phoenix Graduate School tools and competencies and written and verbal communication skills. This course introduces the conceptual, analytical, and practical foundations of problem-based learning. This will be done in the context of problem definition, research and information utilization, critical thinking, written and verbal communication skills, negotiation skills, and stakeholder communication skills. Problem-based learning will be framed in the context of the alignment of societal, organizational, and personal values.

MMPBL 501 Forces Influencing Business in the 21st Century

Course Description

This course introduces new graduate students to strategies for academic success within the University of Phoenix and explores issues and institutions that affect business outside the direct control of the organization. Topics include University of Phoenix Graduate School tools and competencies; written and verbal communication skills; an introduction to microeconomics and macroeconomics; legal, regulatory, political, and social environments; and environmental scanning.

MMPBL 502 Managing the Business Enterprise

Course Description

This course examines issues and functions that business managers face within the context of day-to-day operations and long-term planning of the organization. Topics include an introduction to legal issues, technology and change, organizational behavior, marketing, operations management, planning the organization's future, and risk management.

MMPBL 503 Introduction to Finance and Accounting

Course Description

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

MMPBL 520 Transformational Leadership

Course Description

This course examines organizational leadership in the context of managing continuous change, innovation, and adaptation. Topics include models and theories of leadership and change management; behavior of individuals and teams in organizations; communicating strategic intent; institutionalizing a capacity for change; creating winning organizational cultures; integrating organizational silos; negotiating the political landscape of organizations; and managing for contingencies.

MMPBL 530 Human Capital Development

Course Description

This course examines the role of the manager in developing human capital within the organization. Topics include theories of organizational behavior and individual motivation, skills gap analysis, alignment of staff capabilities with organizational needs, succession planning strategies, retention of innovative talent, motivation of mid-tier performers, human behavior, motivation and compensation systems, and future trends in human capital development.

MMPBL 510 Implementing Organizational Initiatives

Course Description

This course emphasizes how managers can effectively lead initiatives and projects on an individual, team, department, or organizational level. Topics include obtaining support and resources; validating data; handling group dynamics; identifying and mitigating risks; establishing project plans and/or action plans; managing implementation; measuring results and impact; and utilizing continuous improvement, change management, and control models to assess and address project deviations to avoid derailment.

MMPBL 540 Conflict Management

Course Description

This course prepares the manager to identify problems and opportunities arising from conflict among parties and stakeholders in organizations, to analyze those problems in detail, and to design and implement successful solutions to benefit from the opportunities and achieve the desired end state for the organization. Topics include the legal and regulatory environment of the employment relationship; the process of conflict and how it impacts organizations; and the application of negotiation, mediation, and other non-judicial dispute resolution techniques to resolve conflict to benefit the organization and stakeholders.

MMPBL 550 Creativity, Innovation, and Organizational Development

Course Description

This course examines the concepts of the learning organization, viewing learning from an individual and an organizational perspective, and provides students with insights as to how to use organizational development (OD) methods as a tool for problem solving and organizational intervention. Topics to be covered include the underlying theory, orientation, and application of key OD methods; the design and implementation of organizational interventions to move an organization from a current to a desired future state; and talent management.

MMPBL 560 Managing in a Cross-Cultural Environment

Course Description

This course introduces issues today's managers face when dealing with a cross-cultural workforce and provides insight and tools that can be used to meet cross-cultural challenges in business. Topics include cross-cultural differences in decision making, the importance of cross-cultural awareness and training, implementation and measurement of diversification initiatives, organizational issues in the multicultural workplace, elements of culture, and management styles of global companies.

MMPBL 570 Corporate Governance

Course Description

This course introduces students to the principles of corporate governance and the role of the mid-level manager in ensuring that corporate governance processes are implemented and monitored. Topics to be covered include corporate governance principles, stakeholder and leadership considerations, the role of the mid-level manager in corporate governance, the role of ethics in the governance process, and tools for governance compliance and transparency.

MMPBL 580 Marketing Management

Course Description

This course examines the role and importance of marketing management in every organization competing in highly diverse local and global markets. Topics include aligning marketing with overall business strategy; assessment of internal and external environments; leveraging market research to understand customer needs and forecast demand; reorienting organization functions around customers; integrated marketing communications; and developing and measuring marketing plans.

MMPBL 590 Strategies for Competitive Advantage

Course Description

This course focuses on creating the value proposition as a driver of sustainable competitive advantage. Topics include translating key emerging trends into business opportunities; strategic challenges of global expansion; opportunities and constraints posed by regulatory change; competitor intelligence; scenario planning/planning for multiple futures; maximizing core business value; differentiating the value proposition; distribution channel development and integration; tailoring the value chain; building successful strategic alliances; and off-shoring models and approaches.

TUITION AND FEES

UNDERGRADUATE (Des Moines)

Type of fee	Amount*	When due
Tuition Per Credit		
Undergrad (Level 1-2)	$ 345.00	Due in accordance with the payment option chosen in Financial Options Guide.
Undergrad (Level 3-4)	$ 360.00	
Directed Study Administrative Charge (non–refundable)	$ 250.00	When the Directed Study course scheduled.
Book and Material Charges	Varies by course	When books and materials are purchased.
rEsource® Course Materials Charge (if applicable)	$ 75.00	Prior to the first class session of each course.
rEsource® Course Materials Late Fee	$ 30.00	Upon notification
CLEP Examination	$ 80.00	When each test is scheduled.Two payments required: $65.00 for CLEP and $15.00 for UOPX admin fee.
Prior Learning Assessment Submission Fees		
First time Portfolio Submission Fee	$ 110.00	First time submission fee
Re-Submission Fee	$ 25.00	Resubmission Fee (each submission received after the initial submission is completed)
Rush Fee	$ 25.00	Request a rush for file processing
Prior Learning Assessment Assessed Credit Fees for Pre-Evaluated Training of Coursework *credit awards fees are charged per credit awarded		
Corporate Agreements	$ 75.00	For articulated coursework or training
Apollo Quick List™ items	$ 75.00	Pre-evaluated items such as licenses or certifications
Nationally Accredited Transcripts, Diploma, or Certificate Programs	$ 75.00	Coursework or programs not part of transferable associate or bachelor degree programs
Prior Learning Assessment Assessed Credit Fees for Non Pre-Evaluated Content *credit awards fees are charged per credit awarded		
Professional Training and Course work Per Credit	$ 100.00	Coursework or training not previously articulated or reviewed
Experiential Learning Essays	$ 100.00	Essays written to demonstrate learning
**All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change as policies or fee increases occur		

*Note: All fees are subject to change.

(Table Page 1 of 2)

Type of fee (Continued)	Amount*	When due
Check Return Fee	Contact Your Campus Representative	Upon notification.
Late Tuition Payment Fee	$ 30.00	Upon notification.
Diploma & Transcript - Rush/Duplicate Fees		
2nd day delivery fee	$ 45.00	Paid upon request.
Duplicate Diploma fee	$ 30.00	Paid upon request.
Duplicate Certificate fee	$ 15.00	Paid upon request.
Transcript Rush Fee	$ 35.00	Paid upon request.

*Note: All fees are subject to change.

(Table Page 2 of 2)

GRADUATE (Des Moines)

Type of fee	Amount*	When due
Application Fee		
Degree Programs	$ 45.00	At time of application.
Tuition Per Credit		
Business	$ 455.00	Due in accordance with the payment option chosen in Financial Options Guide.
Directed Study Administrative Charge (non–refundable)	$ 250.00	When the Directed Study course is scheduled.
Book and Material Charges	Varies by course	When books and materials are purchased.
rEsource® Course Materials Charge (if applicable)	$ 95.00	Prior to the first class session of each course.
rEsource® Course Materials Late Fee	$ 30.00	Upon notification.
Check Return Fee	Contact Your Campus Representative	Upon notification.
Late Tuition Payment Fee	$ 30.00	Upon notification.

*Note: All fees are subject to change.

Academic Disqualification will result if a student fails to clear their academic probation status within four courses from the onset of probation. Veteran student will not be eligible for VA educational benefits after disqualification. The DVA and student will be notified of the disqualification. To re-enter, a formal application for admission must be submitted in accordance with University admission procedures; in addition, applicants should explain the reasons for the scholastic deficiencies; the manner in which the intervening time has been spent, and why they should be given favorable consideration for re-admission. The admission file will be reviewed by the student appeals center and decision reached regarding re-admission. If approved, the student would be required to complete all program requirements in effect at the time of re-admission. An application for VA education benefits will also be necessary to re-establish benefits with the University of Phoenix.

Overpayments

To avoid overpayments, VA education benefits recipients should promptly report any changes in enrollment or dependency status to the University of Phoenix and DVA. The University is required to notify the DVA within 30 days of any change in student status during previously certified periods of enrollment. Changes include withdrawals, reduction in training time, unsatisfactory academic progress or conduct, and assignment of "non-punitive" grade and "changes in dates of enrollment". Upon receipt of the notice, DVA will reduce or terminate benefits. DVA is required to take prompt and aggressive action to recover benefits overpayments.

DANTES Reimbursement

Directed study courses have Defense Activity for Non-Traditional Education Support (DANTES) approval for tuition reimbursement. For more information on this program, contact the Educational Service Officer on your base.

Tuition Assistance VA Top-Up

Active duty students requesting to use the Tuition Assistance VA Top-UP program should direct all questions or concerns to the Department of Veterans Affairs at 1-888-GI-BILL-1 (1-888-442-4551) or their web site at *www.gibill.va.gov/*. The University of Phoenix VA certifying official has no involvement in the processing of any Tuition Assistance VA Top-Up request.

DIRECT DEPOSIT

Direct deposit is the safest and fastest way to receive your VA education benefits. You may request direct deposit by mail or by calling 1-877-838-2778. Be sure to provide your financial institution's routing number, your account number, and type of account (checking or savings).

Refund Policy

The following provisions pertain to all refund policies applied by the University unless specifically stated otherwise.

Students who began a program under Registered status pending the completion of their admission file and are subsequently denied admission are eligible for a refund of the full tuition amount for the course in which they are currently enrolled. Tuition will not be refunded for any course that has been completed.

Refund policies that apply to students receiving Federal Financial Aid shall remain in compliance with applicable federal regulations. See the "Refund Policies for Students receiving Federal Financial Aid" section of this catalog.

Instituitional Refund Policy

Students who withdraw from a course prior to the start date will receive a 100% refund for that course. Students who have completed 60% or less of the course of instruction are eligible for a pro rata refund. The refund will be the amount the student paid for the instruction multiplied by a fraction, the numerator of which is the number of hours (weeks) of instruction which the student has not received, but for which the student has paid, and the denominator of which is the total number of hours (weeks) instruction for which the student has paid.

Example of refund on attendance for a 5 week course:
Attend first week 80% refund due
Attended through 2nd week 60% refund due
Attended through 3rd week 40% refund due
Attended through 4th week no refund due

Example of refund on attendance for a 6 week course:
Attended first week 83% refund due
Attended through 2nd week 67% refund due
Attended through 3rd week 50% refund due
Attended through 4th week no refund due

Example of a refund on attendance for a 9-week course:
Attended first week 89% refund due
Attended through 2nd week 78% refund due
Attended through 3rd week 67% refund due
Attended through 4th week 56% refund due
Attended through 5th week 44% refund due
Attended through 6th week no refund is due

Please note: The refund policy of the state where Online students reside will be used to calculate their refund amount. The refund policy of the state where Ground students attend class will be used to calculate their refund amount.

State Refund Policies

If a student attends a class in one of these states, the specific state refund policy will be applied in addition to the University's Institutional Refund Policy. These policies are outlined below.

Please note: The refund policy of the state where Online students reside will be used to calculate their refund amount. The refund policy of the state where Ground students attend class will be used to calculate their refund amount.

1. Students in the state of **Arizona** will have tuition refunded using the University's Institutional Refund Policy with the exception that students will have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement.

2. In the event that University of Phoenix no longer offers educational services for students in the state of **California**, prior to a student completing a course of instruction, a partial refund may be available. The student should contact the Department of Consumer Affairs, 1625 North Market Boulevard, Sacramento, California 95834, or call (800) 952-5210.

3. Students in the state of **Florida** will have tuition refunded using the University's Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement. The University will retain $45 of the application fee for students who withdraw from the institution prior to the start of their program and after the 3-day cancellation period.

- Refunds will be paid within 30 days of the student's official withdrawal.
- 4. Students in the state of **Georgia** will have tuition refunded using the University's Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three (3) business days after signing the Enrollment Agreement.
- Students providing written notification of withdrawal prior to the first class session or have been out of attendance 21 days will receive a full refund of tuition paid for the unattended course.
- Refunds will be paid within 30 days of the student's official withdrawal.
- A student that is out of attendance for 21 days will be considered withdrawn.
- 5. Students in the states of **Kansas** or **Missouri** will have tuition refunded using the University's Institutional Refund Policy with the following exceptions:
- Students have the right to a full refund of all fees and tuition paid should he or she rescind his or her decision to enroll within three (3) business days of signing the Enrollment Agreement.
- To cancel enrollment, a student must submit an "Official Withdraw Form". If sent by mail, the "Official Withdrawal Form" must be postmarked on or before the third business day following execution of the Enrollment Agreement. After this three day period, all fees, including applications fees, assessment fees, and book fees are nonrefundable.
- A tuition refund must be requested in writing by submitting an "Official Withdrawal Form" to the student's local campus.

6. Students in the state of **Ohio** will have tuition refunded using the University's Institutional Refund Policy with the following exceptions:

- Students have the right to a full refund of all fees and tuition paid should he or she rescind his or her decision to enroll within five (5) calendar days of signing the Enrollment Agreement. A student who withdraws before the first class and after the five day cancellation period shall be obligated for the registration fee.
- To cancel enrollment, a student must notify the local campus in writing on or before the fifth (5) calendar day following execution of the Enrollment Agreement.
- Refunds will be paid no later than thirty (30) days after cancellation.

7. Students in the state of **Kentucky** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- A student that cancels his or her enrollment anytime before the start of the first class session in his or her program of study will receive a full refund of all monies paid.
- The University may retain 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less for students who fail to enroll in the enrollment period for which advanced payment was made.
- Refunds will be paid within 30 days of the student's official withdrawal. A student that is out of attendance for 30 days will be considered withdrawn.

8. Students in the state of **Louisiana** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- Students that cancel his or her enrollment anytime before the start of the first class session in his or her program of study will receive a full refund of all tuition and fees, except the application fee which is nonrefundable.
- Refunds will be paid within 30 days of the student's official withdrawal.
- The University may retain an administrative fee, not to exceed 15% of total tuition and fees paid.

9. Students in the state of **Nevada** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- Students that cancel his or her enrollment anytime before the start of the first class session in his or her program of study may receive a full refund of all money paid.
- The University may retain 10 percent of the tuition agreed upon in the enrollment agreement or $100, whichever is less.
- Refunds will be paid to the person or entity who paid the tuition within 15 calendar days after one of the following: the date of cancellation by a student of his enrollment; the date of termination by the university of the enrollment of the student; the last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or the last day of attendance of a student, whichever is applicable.
- For purposes of this refund calculation, the period of a student's attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the student's last day of actual attendance, regardless of absences. The period of time for a program of study is the period set forth in the enrollment agreement.
- In addition, tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that are listed separately from tuition and fees. Books, educational supplies or equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the institution to the student if those items were not used by the student. Disputes will be resolved by the Administrator for refunds on a case-by-case basis. If the University cancels or discontinues a course or educational program stated in the enrollment agreement, the University will refund all the money paid for that course or program.

10. Students in the state of **Oregon** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- All fees, including application fees, assessment fees, student service fees, and book fees are nonrefundable.
- A tuition refund must be requested by submitting an "Official Withdrawal Form" to the student's campus.

11. Students in the state of **South Carolina** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- Students have a right to a full refund of all monies paid, including application and materials fees, if they withdraw within 72 hours (excluding weekends and legal holidays) after signing the Enrollment Agreement.
- A full refund of all monies will be made to any applicant that is not accepted by the University. After the 72 hour cancellation period, the University may retain up to a $100 if the student does not attend a course.

- The University may retain an administrative fee up to $100. Refunds will be paid within 40 days of the student's official withdrawal.

12. Students in the state of **Wisconsin** will have tuition refunded using the University's Institutional Refund Policy including the following exceptions:

- Students have the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and is entitled to a full refund of any tuition paid.
- Refunds will be paid within 30 days of receipt of the student's notice of cancellation or withdraw.
- If the University cancels or discontinues a course or educational program, the University will make full refund of all changes.

Additional State Refund Policies

Please note: The refund policy of the state where Online students reside will be used to calculate their refund amount. The refund policy of the state where Ground students attend class will be used to calculate their refund amount.

Minnesota and **Indiana** have established refund policies which differ from the University's Institutional Refund Policy outlined above. If a student attends a class in one of these states, the specific state refund policy will be applied instead of the University's Institutional Refund Policy. The specific policies are listed below:

1. For students attending in the state of **Minnesota**, each student will be notified, in writing, of acceptance or rejection of his or her admission application. In the event that the school rejects the student, all tuition, fees and other charges shall be refunded. Notwithstanding anything to the contrary, all tuition, fees and other charges paid by a student will be refunded, if the student gives written notice of cancellation within five business days after the day on which the enrollment agreement was executed regardless of whether the program has started. When a student has been accepted by the school and has entered into a contractual agreement with the school and gives written notice of cancellation following the fifth business day after the date of execution of contract, but before the start of the program, all tuition, fees and other charges, except 15 percent of the total cost of the program but not to exceed $50, shall be refunded to the student.

When a student has been accepted and gives written notice of cancellation after the start of the a class for which the student has been charged, but before completion of 75 percent of the period of instruction, the amount charged for tuition, fees, and all other charges shall be prorated as a portion of the total charges for tuition, fees, and all other charges. For example, if a student, attends 1-6 classes, the pro rata refund of tuition, fees and other charges are based on the number of days in the term plus 25% of the total program cost. An additional 25 percent of the total cost of the period of instruction may be added, but shall not exceed $100. After completion of 75 percent of the period of instruction for which the student has been charged, no refunds are required. For example, if a student attends 7+ classes, there is no refund.

The University shall acknowledge in writing any valid notice of cancellation within ten business days after the receipt of such notice and within 30 business days shall refund to the student any amounts due and arrange for termination of the student's obligation to pay any sum in excess of that due under the cancellation and refund policy. Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the cases where the notice is hand carried, it shall occur on the date the notice is delivered to the school. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance; and if delivered by mail, the postmark date of the letter of acceptance. If a student's enrollment in a school is canceled for any reason, the school shall notify any agency known to the school to be providing financial aid to the student of the cancellation within 30 days. The refund policy is not conditional upon compliance with the school's regulations or rules of conduct. No promissory instrument received as payment of tuition or other charges shall be negotiated prior to the completion of 50 percent of the program. Prior to that time, instruments may be transferred by assignment to purchasers who shall be subject to all defenses available against the school named as payee. The address of the Minnesota Higher Education Services Office is 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108.

Note: Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy. To calculate the minimum refund due to the Minnesota State Grant Program, The SELF Loan Program, and other Aid Programs (With the exception of the State Work Study Program), the MHESO Refund Calculation Worksheet, Appendix 14, of the Minnesota State Grant manual is used.

2. For students in the state of **Indiana**, the following refund policy applies.

The University must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

(1) A student is entitled to a full refund if one (1) or more of the following criteria are met:

The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.

The student does not meet the postsecondary proprietary educational institution's minimum admission requirements.

The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the postsecondary proprietary educational institution.

If the student has not visited the postsecondary educational institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.

(2) A student withdrawing from an instructional program, after starting the instructional program at a postsecondary proprietary institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(3) A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(4) A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(5) A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/ enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($ 100).

(6) A student withdrawing from an institutional program, after attending more than sixty percent (60%) of the duration of the instructional program, is not entitled to a refund.

Example of a refund on attendance for a 5 week course:
Attend 1 week 90% refund due
Attend 2 week 50% refund due
Attend 3 week 40% refund due
Attend 4 week no refund due

Example of a refund on attendance for a 6 week course:
Attend 1 week 90% refund due
Attend 2 week 50% refund due
Attend 3 week 50% refund due
Attend 4 week no refund due

Example of a refund on attendance for a 9-week course:
Attend 1 week 90% refund due
Attend 2 week 75% refund due
Attend 3 week 50% refund due
Attend 4 week 50% refund due
Attend 5 week 40% refund due
Attend 6 week no refund due

Applicable Refund Policies

The University's tuition refund policies vary according to geographic area, in accordance with each province's state's applicable laws and regulations. Tuition refund policies generally apply for students who are withdrawn from a course.

The University follows the Federal Return of Title IV funds regulations. Under the provisions, when a recipient of Federal Student Aid (FSA) funds withdraws from the University during a payment period, the University must determine the amount of FSA funds earned as of the student's withdrawal date. If the total amount of funds earned is less than the amount disbursed, funds will be returned to the appropriate FSA Programs. If the total amount of FSA funds earned is greater than the total amount of funds disbursed, the difference between these amounts may be treated as a post-withdrawal disbursement. You may review the detailed information regarding the FSA return in the University Consumer Information Notice at: http://www.phoenix.edu/.

Tax Benefits for Higher Education

The Internal Revenue Service requires all eligible institutions, including University of Phoenix, to report annually, certain information about qualified tuition, fees and related expenses to each student and the IRS.

The information reported on form 1098-T, will help the student determine if they are eligible to take the HOPE credit or Lifetime Learning credit on their Federal Income Tax.

To facilitate accurate reporting, the student must maintain a current address and social security number (SSN) on file with University of Phoenix. In any case University of Phoenix will use the most current information available when distributing Form 1098-T.

For information on education related Federal tax benefits, see IRS publication 970, "Tax Benefits for Higher Education", or contact your personal tax adviser.