



University of Phoenix Online Campus

2002-2003 Catalog

CollegeSource

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UNIVERSITY
OF PHOENIX
CATALOG
2002/2003

“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

Online

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 is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. It authorizes the University of Phoenix to offer the following degrees by the Online: Associate of Arts/General Studies, Associate of Arts through Credit Recognition, Bachelor of Science in Business/Administration, Bachelor of Science in Business/Accounting, Bachelor of Science in Business/Information Systems, Bachelor of Science in Business/E-Business, Bachelor of Science in Business in Management, Bachelor of Science in Business in Marketing, Bachelor of Science in Health Care Services, Bachelor of Science in Information Technology, Bachelor of Science in Nursing, Master of Arts in Organizational Management, Master of Business Administration, Master of Business Administration/Global Management, Master of Business Administration/Technology Management, Master of Business Administration/E-Business, Master of Business Administration/Accounting, Master of Business Administration/Health Care Management, Master of Science in Computer Information Systems, Master of Science in Nursing, Master of Arts in Education/Curriculum & Technology, Master of Arts in Education/Curriculum & Instruction, Master of Arts in Education/E-Education, and Doctor of Management in Organizational Leadership.

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 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, working adults, 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 working adults to formal higher education.

In the early 1970's, 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 working adult students 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 working adult students 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 working adult students 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 working adult students 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 working adult 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 working adults. 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 working adult students.

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 working adults, 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.

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 two classes of non-voting stock (Class A Common Stock and University of Phoenix Online Common Stock) which are publicly traded on the NASDAQ Stock Exchange under the symbols "APOL" and "UOPX". 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 educate working adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

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 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.
5. To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling and student services.
6. To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working adult.
7. 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 of the North Central Association (30 N. LaSalle St., Ste. 2400, Chicago IL 60602-2504; (312) 263-0456, (800) 621-7440. The Bachelor of Science in Nursing and Master of Science in Nursing Programs are accredited by the National League for Nursing Accrediting Commission (61 Broadway, 33rd Floor, New York, NY 10006 (212-363-5555). The Master of Counseling program in Community Counseling (Phoenix and Southern Arizona Campuses) and the Master of Counseling program 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 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 Arizona, the American Association of Colleges of Nursing, the Western Institute of Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions: Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non-Traditional Support. Additionally, the University maintains memberships in various professional, program-specific organizations.

Academic Programs

University of Phoenix offers degree and certificate programs in professional and managerial disciplines. Because the great majority of adults who return for higher education do so to further their careers, these are the programs most needed and, therefore, in the highest demand by the populations served by the University. Undergraduate and graduate programs are offered in business and management, nursing and health sciences, counseling and human services, education, 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.

Enrollment and Student Profile

At the publication of this catalog, University of Phoenix had an enrollment of more than 133,000 students and had expanded to include more than 121 campuses and learning centers in 25 states across the United States, Puerto Rico, and British Columbia. The University employs over 15,000 faculty members and over 5,300 staff. According to student registration surveys, the average student is in his or her mid-thirties (34 for undergraduate, 36 for graduates) and has been employed full-time for 13.4 years. The student population closely parallels the shifting U.S. workforce and population indicators for gender and ethnicity. Gender of entering students is 54 percent female to 46 percent male. Approximately 40 percent of entering students report being members of an ethnic minority. Currently, approximately 37 percent of University of Phoenix students are seeking undergraduate business degrees and 21 percent are seeking graduate business degrees. An additional 18 percent are enrolled in technology programs with 12 percent in general studies, 5 percent in education, 4 percent in health sciences and nursing and 3 percent in counseling and human services.

Financial Aid

For students that are U.S. citizens or eligible non-citizens, the University of Phoenix participates in Federal Financial Aid Programs offering the Federal Stafford Student Loans, the Federal PLUS Loan, the Federal Supplemental Education Opportunity Grant, (SEOG) the Federal Perkins Loan Program and the Federal Pell Grant.

Degree-seeking students enrolled in eligible programs may apply for financial aid as a means of assisting them with financing their education. Some certificate programs are also eligible for financial aid; please check with the Financial Aid Office for specific program information.

Students enrolled in courses to gain admission to a University of Phoenix degree program may be eligible for a limited amount of funding. Additional information is available at your campus.

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 an enrolled undergraduate student completes at least 27 credit hours and at least 45 weeks of instructional time.

Graduate students are required to complete at least 27 credits and 54 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. Additional financial aid information and forms are available from your campus.

Reference

Tucker, R.S. (1996). From the void: An interview with John Sperling. *Adult Assessment Forum*. (6)2.

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 to match schedules to library building hours. To accommodate student and faculty needs, the 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 Online Collection, 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 Online Collection, the Library maintains selected links to other worthwhile sites on the Web and provides services related to 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 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 same broad spectrum of resources regardless of where and how they attend class.

What is in the Online Collection?

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 Online Collection are commercial products held by the University under a licensing agreement 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 Online Collection

Major Article Databases

EBSCOhost

EBSCOhost includes the full-text of nearly 4,000 periodicals, including over 2,000 scholarly journals such as *Harvard Business Review*. This resource is appropriate for courses in all subjects.

InfoTrac OneFile®

InfoTrac OneFile® includes the full-text of over 3,000 periodicals and newswires. This resource is appropriate for courses in all subjects.

ProQuest®

ProQuest® contains daily newspapers, including the *Wall Street Journal* and *New York Times*, and scholarly journals covering virtually all subjects. 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.

Specialized Research Databases

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.

Alt-HealthWatch

This database focuses on alternative, complementary, holistic, and integrated approaches to health care and wellness and includes over 180 publications in full-text. This resource is recommended for courses in nursing, health care, and nutrition.

CCH Health and Human Resources Research Network®

This database provides in depth coverage of legal aspects of both health care and human resources. This resource is recommended for courses in health care administration and human resources.

CINAHL®

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.

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.

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.

MEDLINE

MEDLINE is produced by the National Library of Medicine and functions as a comprehensive index of literature in medicine, nursing, dentistry, veterinary medicine, and health care. 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. This resource is recommended for advanced courses in nursing and health care.

Mental Measurements Yearbook

The **Mental Measurements Yearbook** is published by the Buros Institute of Mental Measurements and contains critical reviews and descriptive information for more than 1,000 commercially available psychological tests. This resource is recommended for courses in counseling and human services.

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.

Ovid Essential Nursing Collection

The **Ovid Essential Nursing Collection** provides full-text access to 40 leading journals of nursing, covering subjects such as nursing theory, nursing management, patient care, and patient education. This resource is recommended for courses in nursing.

ProQuest Digital Dissertations®

ProQuest Digital Dissertations® is a comprehensive index of over 1.6 million doctoral dissertations and master's theses. Most dissertations published from 1997 to the present can be downloaded at no cost. Other dissertations can be ordered in hard copy. This resource is recommended for advanced courses, particularly at the graduate level, in all disciplines.

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.

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.

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. Please note that American National Biography includes only deceased individuals. This resource is recommended for courses in history.

Encyclopedia of Life Sciences

The **Encyclopedia of Life Sciences** includes over 3,000 specially commissioned, peer-reviewed, and continually updated articles covering various aspects of biology, bioethics, environmental science, and medicine. Articles are written at a variety of levels. This resource is recommended for courses in bioethics, biology, and nursing.

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

The online equivalent of the 34-volume *Grove Dictionary of Art* 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

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 English Dictionary

The **Oxford English Dictionary** is a prestigious resource containing not only definitions and pronunciations, but also extensive etymological information. 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. This resource is recommended for all courses that include written assignments.

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.

Company Directories and Financial Reports

FISOnline

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

Global Access™

Global Access™ contains detailed financial reports concerning public companies throughout the world. This resource is recommended for courses in finance.

Hoovers

Hoover's Company Profiles provides access to in-depth profiles of 3,400 public and private companies in the U.S. and around the world. Each profile includes company operations and history, list of officers, products, key competitors, and a financial overview. **Hoover's Company Capsules** provides basic information on more than 13,500 public and private companies. This data includes addresses, phone and fax numbers, names of key officers, sales and employment figures, and stock symbols. This resource is recommended for courses in business.

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.

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.

Yellowbook Leadership Directories

The **Yellow Books** are a collection of 14 directories, each covering a particular type of organization, that provide detailed contact information for 400,000 leaders of 40,000 U.S. government, business, professional, and nonprofit institutions. This resource is recommended for any courses that require research on companies or organizations.

Country Profiles and Economic Data

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® 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.

National Trade Databank®

This 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.

Political Risk Yearbook

The **Political Risk Yearbook** documents political trends in 106 countries with particular emphasis on risks that could affect business conditions and investments. 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.

Getting Started with the Online Collection

To get started using the Online Collection, students and faculty members should follow these steps:

- Visit the Student or Faculty Web site at
- <http://ecampus.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, click the "Library" button in the upper right.
- Select an appropriate database and begin research.

Selected Readings Pages

In addition to the Online Collection resources for research by topics, Library staff also maintain selected readings pages for individual courses. These pages provide direct links to articles relevant to the course curriculum. In many cases, direct links to relevant organizations are also offered. Links to selected readings pages, when available, are found in course modules.

Customer Service

Library online services specialists and librarians are ready to help students become successful researchers. Examples of the types of assistance the Library can provide include the following:

- Recommending specific Online Collection databases to use to locate various types of information.
- Offering guidance on how to identify keywords and combine keywords effectively for successful research.
- Providing referrals to Web sites outside the Online Collection and to other valuable sources of information.
- Assisting in locating specific articles and documents.
- Advising Library users on how to best print, save, or e-mail the material they find in the Online Collection.

Additional Resources for Help

- The Library Handbook includes detailed information and helpful tips on conducting research.
- 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 Research Tutorial on the Library Web site contains navigational tips and overviews of research recommendations for specific subject areas.

How to Contact the University Library

U.S and Canada 1-800-366-9693

Worldwide +1-480-966-5050 Ext. 4127

e-mail library@phoenix.edu

Web Site <http://ecampus.phoenix.edu>

Hours 8 a.m. - 9 p.m. (Mountain Standard Time)

Monday - Friday (Except Holidays)

Saturday 8 a.m.-5 p.m. (Mountain Standard Time)

Sunday noon-9 p.m. (Mountain Standard Time)

Please keep in mind that the University Library does not support other University of Phoenix Web-based services. For assistance in accessing the Student and Faculty Web site, downloading course modules, taking the online proficiency tests, viewing grades and schedules, and using other non-library services, students and faculty members should contact the University's Internet Technical Support Department toll free at 1-877-832-4867.

THE UNIVERSITY'S TEACHING AND LEARNING MODEL

Because University of Phoenix exists to serve the working adult population, the University's teaching/learning model is grounded in the theoretical and empirical literature of adult learning and cognitive psychology, and employs best practice from the adult education literature.

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, 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.

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/learning model. Working adults generally come to formal learning activities with significantly greater life and work experience than their younger counterparts. 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. Adult 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 adult students teach and learn from one another. Good practice in adult education capitalizes on this dimension to the student's advantage.

Emphasis on Application and Relevance

There is wide agreement in the literature that adults learn best when bridges are built between new knowledge and the learner's 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' past experiences and current circumstances are interwoven with subject matter in class discussions as well as in individual and learning team assignments. 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 its 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 working adults. Classes are held primarily in the evening and on weekends when working adults 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.

Adult-Friendly Student 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 levels 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 requiring students to drive to a campus bookstore, texts and course materials are ordered via the Internet or by toll-free telephone and delivered directly to the student's home.

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 more time-efficient manner. The University's low student/faculty ratio and class size that average 13 students facilitate active learning and collaboration and encourage time-on-task. As a rule, 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.

Learning Teams

In addition to regular course instructional sessions classroom-based students meet weekly in Learning Teams. Learning Teams are small groups of three to five students drawn from within the larger cohort. Learning team sessions appear on each student's class schedule as regularly scheduled course meetings and attendance is required. 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.

Learning Team Time and Meeting Requirements

Learning Teams conduct meetings weekly between course workshops. In standard three semester-credit undergraduate courses of five workshops, teams are required to meet together between workshops for a total of five hours per week. In standard three semester-credit graduate courses of six workshops, teams are required to meet together each week between workshops for a total of four hours per week. (*Note:* A small number of courses offered by the University of Phoenix may differ in the number of credit hours and workshops. Please consult the Course Module and 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 another location would be acceptable if the following criteria are met:

1. Individual seating for each student.
2. A desk or flat writing surface for each student.
3. Adequate lighting to ensure the ability of each student to read.
4. A quiet environment with no ambient noise like loud music.
5. Adequately temperature controlled to allow for the comfort of each student.
6. Electrical and phone service to allow for students to access the University's library services.
7. Adequate restroom facilities for both genders.
8. Adequate parking for student convenience.

Learning Team Log

Prior to each Learning Team meeting, team members determine location and meeting time and record the information on the Learning Team Attendance Log. Subsequently, as the team meets, the Log is used to document the attendance of members and record the learning and activities of the team process for the week.

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. The literature of adult education supports the notion that working adults need to experience practical relevance in their educational endeavors. This led the University to emphasize the use of "practitioner" educators. These faculty members have both the academic preparation necessary to teach discipline-specific theory and the practical experience to render the theory relevant and useful. This is simply the most effective way to educate working adults. Thus, the majority of University of Phoenix instructors are not full-time faculty members for whom teaching is a primary occupation. They are, rather, practitioner faculty members who bring not only advanced academic preparation in their fields but also significant practical professional experience that enables them to facilitate the marriage of theory and practice in the classroom.

The University also employs a core cadre of full-time faculty members. These faculty members spend the majority of their time in teaching or instruction-related activities. They provide instructional leadership, oversee academic quality assurance, and provide guidance and support for the rest of the faculty. They are involved in faculty selection and training, participate in curricular oversight, and ensure the quality of the University's academic programs.

Members of the University's faculty possess master's or doctoral degrees earned at regionally accredited or international equivalent institutions of higher education. All candidates for the faculty must successfully complete rigorous screening, assessment, training, and mentoring processes. Additionally, prior to being approved to teach any course, faculty members are required to meet the prescribed levels of academic preparation and graduate level course work, in addition to the required amount of professional experience identified for that course.

Academic Quality Institutional and Outcomes Assessment-Ensuring Consistent Quality

Over the last two 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. The foundation of the University's evaluation and assessment efforts was laid in the 1980's. This foundation continues to rest on two pillars refined in the early 1990's --the Academic Quality Management System (AQMS) focusing on the performance of educational support systems including faculty, curriculum, and student services, and the Adult Learning Outcome Assessment (ALOA) focusing on the measurement of student learning in both the cognitive and affective domains.

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 Colleges of Graduate Business and Management, College of Education, Undergraduate Business and Management, Information Systems and Technology, and for courses taken in the Bachelor of Science programs in Healthcare Services and General 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, we anticipate that hardware and software competencies will be updated on a regular basis. Some courses require additional software in the College of Information Systems and Technology.

Technology Recommendations

- 1.2 GHz or greater (Intel Pentium or Celeron, or AMD Athlon processors)
- Windows XP®, or 2000®

- Microsoft Office XP®, or 2000®
 - Microsoft Word®
 - Microsoft Power Point®
 - Microsoft Excel® (for selected courses)
 - Microsoft Access® (for selected courses)
- Microsoft Project 2000® (for selected courses)
- Microsoft Visio 5.0® or later (for selected courses)
- A current anti-virus application
- 256MB RAM or greater
- 20 GB hard drive or larger
- 56.6 kps modem, or DSL, or cable modem
- Monitor and Video card with 1024x768 ppi or greater resolution
- Sound card with speakers
- CD ROM
- Inkjet or laser printer
- e-Mail address
- Internet service provider (ISP) account
- Microsoft Internet Explorer Version 6.0 or later

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.

Technology Competencies

- 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 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 conferencing system that has replaced the traditional classroom for many University of Phoenix students. It offers a new convenient medium for faculty-to-student and student-to-student interaction. An easy-to-use, easy-to-access system, OLS allows student "to go to class" to engage in individual and group discussion or lectures, anytime or any place!

OLS works with any Internet Service Provider. It features a familiar "Window" type format, which makes navigation fast and easy. A full set of capabilities allows student to complete 100% of their education and administration online. 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 counselor
- 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 solely to working adult students, 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.

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) to make possible group learning that is 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 has distinguished the University of Phoenix since it was founded. Students become active members of a learning group of between 7 - 13 working adults, and work in smaller learning teams each week on required projects and assignments. Students complete one five or six-week 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 working 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.

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.

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. In addition, an automated attendant technical support line is available to address common issues.

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.

The University of Phoenix staff and faculty will not use any written material from the electronic study group conferences without the prior written consent of the student.

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.

UNIVERSITY POLICIES

Program Registration

Students are required to register for their program course of study on an Enrollment Agreement. Registration is conducted at an official student orientation session. Students not present during registration should contact their local campus for a registration form and class calendar. Distance Education students should contact a University Admission Counselor to register. It is the student's responsibility to officially register for the program course of study. Any change in the original registration must be communicated to the local campus staff. Major changes in a student's schedule may necessitate completion of a new Enrollment Agreement.

Calendar

Because the educational mission of the University of Phoenix is to meet the educational needs of working adults, a qualified 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 needing financial aid may be eligible for financial aid once each academic year, which is defined as the period of time in which an enrolled undergraduate student completes at least 27 credit hours and at least 45 weeks of instructional time. Graduate students are required to complete at least 27 credits and 54 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. Interested students should apply for financial aid prior to each academic year.

Course Cancellation

The University of Phoenix may be required to cancel classes when necessary. All payments will be refunded or applied to another course. All attempts will be made to address any course 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 and requirements. A maximum of nine 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 may BSN nursing courses be taken concurrently with other BSN nursing courses. Under no circumstances will students be allowed to enroll in more than two University of Phoenix courses concurrently. **Concurrent enrollment is prohibited in the first two courses taken at the Online Campus.** 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 transcribed 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 immediately upon application to the University.

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, driver's license, state ID, military ID, 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. Most education classes meet either four hours per week in the evening or 15 hours per weekend on alternating weekends. 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:

1. Students may not miss more than one class session and/or one Learning Team meeting per course. Students in the BSN Clinical courses must still achieve the total number of required clinical hours regardless of any absences in these courses. Students must make up all missed work requested by the faculty member. Any absence will affect students' grades.
2. Students who miss two or more classes must officially withdraw from the course and receive a grade of "W" or "WF." No letter grade will be awarded.

The Post Baccalaureate Teacher Education program has the following absence policy:

- a. Students enrolled in two, three, and four credit courses are allowed one absence. A second absence will not be allowed.
- b. Students enrolled in a course over four credits (excluding Student Teaching) are allowed two absences.
- c. There are no absences allowed for Student Teaching. All work or days missed, including holidays, must be made up at the end of Student Teaching. If a student must be absent for more than five days out of the required weeks of student teaching, he/she will be required to repeat the entire student teaching experience.

Directed Study Course Attendance

In courses completed through directed study, attendance is defined as weekly contact with the assigned faculty member. This student contact with the faculty member may be either written or verbal communication, including the submission of required course assignments. Attendance is mandatory; students are required to attend (make contact with the faculty member) each scheduled week of the course.

1. Students may not miss more than one week per course.
2. Students who begin a course and miss two or more scheduled weeks of the course will receive a grade "W" or "W/F". No letter 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 which have been audited will be transcribed 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.

Special Topics

The University may offer students the opportunity to pursue independent study and research in areas of special interest not ordinarily included in a program course of study. These offerings are dependent on the approval of the campus Director of Academic Affairs and the appropriate College Dean. Special topics are considered elective course work and may be applied to general education requirements if approved by the College Dean. No more than two or three courses or six credits may be applied to the completion of a degree program. All regular academic policies apply to special topic courses, including attendance, grading, and awarding of credit. Enrollment in special topic courses is limited to students who have completed a minimum of 50% of the credits required by their degree program.

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 additional charges.

For students receiving federal financial aid, a change in enrollment may result in a cancellation or reduction of funds.

From time to time, a student may find it necessary to take a leave of absence (LOA). The LOA serves to maintain the student's in school enrollment status. For students requesting an LOA, the following applies:

1. 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 class attendance. Unforeseen circumstances may include medical and family emergencies, business travel, University course cancellation and/or facility closure, and natural disasters. Students who request a leave of absence that would start during a course will not have the leave approved. However, the University will grant leaves between courses. A student on an approved leave of absence will be considered enrolled at the University and eligible for an in-school deferment for his or her SFA loans.

2. A leave of absence cannot exceed 60 days in a 12-month period. Time in excess of 60 days in any 12-month period may be approved on an exception basis, for unusual circumstances. This leave may not exceed 90 days in length and may be approved for unusual circumstances such as course cancellations, personal leaves, business travel, institutional issues, military reasons, circumstances covered by the Family and Medical Leave Act of 1993 or jury duty.

3. 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. This may result in the loss of some or all of the student's loan grace period and the cancellation or reduction of awards.

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 a regionally or nationally accredited associate degree granting candidates 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. 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 Central Administrative Office of Admissions or Prior Learning Assessment Center 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:

- Accrediting Associate of Bible Colleges
- Association of Advanced Rabbinical and Talmudic Schools
- Accrediting Council for Independent Colleges and Schools
- Association of Theological Schools
- 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, NLN) 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 Committee.

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, 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.

Note: The harassment policy also applies to student staff.

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 ADA Compliance Officer. 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 ADA officer will review documentation for accommodation consideration. Campus ADA officer are responsible for managing the campus student ADA process including negotiations and finalizing appropriate student accommodations. For a complete list of all Campus ADA Compliance Officers, currently enrolled students may go to <http://ecampus@phoenix.edu>, student services section. Prospective students may obtain this information through <http://www.phoenix.edu>.

Determination of overall reasonable accommodations, governance and compliance with the ADA and Rehabilitation Act for students are managed by the Central Administration ADA Compliance Officer, Tandy Elisala, located in Phoenix, Arizona. 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.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Code of Student Responsibility

The University of Phoenix Code of Student Responsibility is an essential element of the University's mission of meeting the educational needs of working adult students. In acknowledging the maturity and experience of adult learners, the University has designed a Teaching/Learning Model that the Code of Student Responsibility facilitates. The Teaching/Learning Model is a highly interactive, collaborative learning structure, with small student to faculty ratios that require students to actively and effectively collaborate both in class and in learning teams. The Code of Student Responsibility serves both as a benchmark and as a practical guide for students. This Code embodies a common respect and understanding for varying points of view necessary to successfully experience the learning process at the University. University of Phoenix students are expected to observe this Code with the faculty, fellow students, and staff, as follows:

1. Acknowledge and demonstrate respect for the personal and professional growth of oneself and others in interactions with faculty, fellow students, and University staff.
2. Assess one's own and others' interpersonal strengths and weaknesses by constructively utilizing and providing feedback.
3. Recognize one's own personal and professional values and the personal and professional values of others.
4. Demonstrate self-reliance and self-direction in the setting and completion of individual and group learning goals and objectives.
5. Demonstrate respect for faculty, fellow students, and staff regardless of gender, ethnicity, or religious, moral, political, or sexual beliefs.
6. Accept responsibility and accountability for one's own actions, verbal and written communications, and interactions with faculty, students, and staff.
7. Acknowledge that conflicts and the resolution of conflicts, between individuals and among groups, are integral to the collaborative learning process, and demonstrate responsibility for resolving these conflicts while maintaining respect for all individuals involved regardless of the outcome.
8. Maintain confidentiality and acknowledge personal privacy in the communication of personal or professional information about one's employer, other students, or their employers.
9. Accept responsibility for working collaboratively in the learning process, and for the achievement of those learning outcomes linked to group performance.
10. Maintain the highest ethical standards in interactions with faculty, students, and staff, as well as in the preparation and submission of required course work, and the completion of tests.

Standards of Student Behavior

All students are expected to conduct themselves as mature adults and members of an academic community as defined in the University's "Code of Student Responsibility". The University of Phoenix community of students, faculty, and staff must conduct their behavior on the principle of treating each other with courtesy and respect. All alleged violations of Standards of Student Conduct must be forwarded in writing to either the campus Director of Academic Affairs (academic related allegations) or the campus Director of Operations (non-academic related allegations) and shall be immediately investigated according to the procedure established by the University.

Misconduct for which students are subject to disciplinary action includes but is not limited to:

1. Actions, verbal 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 activity that hinders or interferes with other students' or faculty's educational environment.
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. 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).
7. Using or being under the influence of drugs or alcohol while at class, campus-sanctioned events, or when meeting with campus personnel.
8. Violation of applicable state and federal statutes and/or University regulations and policies.
9. Cheating-intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
10. Fabrication-intentional or unauthorized falsification or invention of any information, citation, or document, or lying during an investigation.
11. Plagiarism - intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise.
12. Helping another student cheat, fabricate, or plagiarize.

A student may be removed from class, campus-sanctioned events, or meetings for any of the above referenced violations. Disciplinary action will be based on the seriousness of the situation and may include, but is not limited to, documented counseling by a University staff member, loss of credit, suspension and/or expulsion. In all cases, University authorities will take action in accordance with appropriate University procedures.

Policy on Nursing Ethics and Professional Competence

The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:

1. University of Phoenix Professional Nursing Responsibilities.
2. American Nurses Association Code for Nurses.

The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in the Bachelor of Science in Nursing and Master of Science in Nursing degree programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal petition to the University Ethics Committee.

Expectations for conduct and the standards are discussed in the beginning classes for either the baccalaureate or graduate degree programs. Content supporting this information is provided to students in their programmatic Clinical handbooks.

Policy on Counseling Ethical Standards

The University of Phoenix Policy on Counseling Ethical Standards is defined as compliance with the American Counseling Association Code of Ethics, Standards of Practice, and the American Association for Marriage and Family Therapy Code of Ethics. The policy sets forth expectations and regulations for conduct by Master of Counseling students who enroll in the University. The policy states that all forms of unethical behavior are to be reported and reviewed. Reported violations will be addressed by a counseling ethics committee. Expectations for ethical conduct are discussed in the Student Program Handbook.

Students determined to be in violation of ethical standards may be sanctioned, which may include expulsion from the program.

Students' Right to Privacy

The University of Phoenix maintains compliance with the Family Education 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 law requires that:

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

Students may not remove any materials but are entitled, at their expense, to one copy of any material 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.

2. 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.

3. Student's written consent must be received prior to releasing personally identifiable student data from the records to other than a specified list of exceptions.

4. 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.

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

A copy of the University Family Educational Rights and Privacy Act policy is made available to students through the Registrar's Office.

Education records also will be released pursuant to a judicial order or a lawfully issued subpoena, but only after the student is given reasonable 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: Tandy Elisala, Registrar, University of Phoenix 4615 East Elwood Street, Phoenix, AZ 85040, Fax (480) 966-9836.

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 Academic Legal Services at (480) 557-1168.

STUDENT RIGHT-TO-KNOW

Consumer Information

All institutions that participate in the federal student aid programs are required to provide information to students regarding consumer information that is available to them. This publication is intended to outline consumer information that you have the right to request and review. The 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.

Rights Under Family Education Rights and Privacy Act (FERPA)

For all institutions participating in the federal student aid programs, student education records are considered to be confidential in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to a student's records shall not be released to a third party without written authorization of the student, judicial order, or a lawfully issued subpoena. Education records are all records an institution maintains regarding a student. You may review the detailed information regarding FERPA in the electronic student catalog at: <http://www.phoenix.edu/catalog>.

Student Loan Deferments

Students who are currently enrolled at the University may be eligible to have their current and prior federal loan payments deferred. The University of Phoenix submits monthly enrollment data electronically to the National Student Clearinghouse, as required by the Department of Education (ED). This electronically reported student status data is required by lenders to make appropriate deferment decisions.

In addition to in-school deferments, students may be eligible for loan deferments based on periods of volunteer service or service in the Peace Corps. Borrowers must formally request a deferment through the procedure established by the holder of their loan(s). You may review the detailed information regarding all available deferments at: http://www.ed.gov/prog_info/SFA/StudentGuide/2000-1/index.html.

You may review the additional information regarding deferments in the "Financial Aid" section of the electronic student catalog available at: <http://www.phoenix.edu/catalog>.

Available Financial Assistance

The University participates in the Federal Financial Aid Programs including the Federal Stafford Student Loans, the Federal PLUS Loan, the Federal Perkins Loan, the Federal Supplemental Educational Opportunity Grant, and the Federal Pell Grant. Some campuses also participate in state funded student assistance programs. Depending on the program, student eligibility may be need based, non-need based, or credit based. In order to qualify and maintain eligibility for the program, the student must apply for the financial aid, consistent with the published requirements for the aid program, and adhere to University policies and regulations governing each program. Students receiving federal loans and grants have varying rights and responsibilities. These rights and responsibilities include the ability to appeal financial aid decisions, the requirement to maintain satisfactory academic progress, and the obligation to repay any loan funds received consistent with the terms of the loans.

You may review the detailed information regarding available assistance, terms and requirements of the programs, eligibility criteria, and rights and responsibilities, in the "Financial Aid" section of the electronic student catalog available at: <http://www.phoenix.edu/catalog>.

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 and estimated books, tuition, and fee charges. The average monthly living expenses and rEsources materials estimates used in the federal cost of attendance are as follows:

- Housing \$1,175.00
- Personnel \$474.00
- FFELP loan Fees: - Undergraduate \$10.00
- Graduate \$23.00
- rEsourcesSM Fees + - Undergraduate \$30.00
- Graduate \$36.00

+The above fees are used as basis for creating an average monthly cost of attendance for the purpose of awarding financial aid; these amounts are not the actual amounts of fees per course. Actual rEsources fees per course are as follows:

- Undergraduate \$40.00
- Graduate \$48.00

(Note: Students completing their degree via the Center for Distance Education will not have living expenses included in their COA).

In addition to the above expenses, the COA includes an estimated monthly tuition cost based on the student's campus and program of study. You should contact your local campus for detailed information regarding actual tuition expenses. You may locate campus contact information at: <http://www.phoenix.edu>.

Applicable Refund Policies

The University's tuition refund policies vary according to geographic area, in accordance with each state's applicable laws and regulations. Tuition refund policies generally apply for students who are withdrawn from a course.

You may review the detailed information regarding tuition refund policies in the "Refund Policy" section of the electronic student catalog at: <http://www.phoenix.edu/catalog>.

Effective October 1, 2000, the University implemented the new federal return provisions for federal aid recipients. Under the provisions, when a recipient of federal Student Financial Aid (SFA) funds withdraws from the University during a payment period, the University must determine the amount of SFA 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 SFA Programs. If the total amount of SFA 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 SFA return provisions at: <http://www.phoenix.edu/catalog>.

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. You can locate campus contact information at: <http://www.phoenix.edu>.

Academic Program Information

Academic program offerings vary according to geographic area and delivery mode (on-ground 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, counseling and human services, and education. You may review the detailed information regarding academic programs at: <http://www.phoenix.edu>.

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

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

The University is accredited by The Higher Learning Commission 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).

The Bachelor of Science in Nursing Program and Master of Science in Nursing are accredited by the National League for Nursing Accrediting Commission (61 Broadway, 33rd Floor, New York, NY 10006 (212) 363-5555).

The Master of Community Counseling Program in Community Counseling (Phoenix and Southern Arizona Campuses) and the Master of Counseling Program 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.

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 Academic Legal Services at (480) 557-1168.

You can review a listing of University approvals and licensing at: <http://www.phoenix.edu/consumerinfo/approvals.htm>.

Services for Disabled Students

The University recognizes and complies with its obligations under the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973. These Federal Acts prohibit discrimination on the basis of a disability and requires the University to provide reasonable accommodations to qualified disabled students in all University programs and activities.

Determination of reasonable accommodations and compliance with the ADA and the Rehabilitation Act for students are managed by the University's Registrar's Office. You may review detailed information regarding ADA and the Rehabilitation Act in the "University Policy Section" at: <http://www.phoenix.edu/catalog>.

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 listing of locations and contact information can be found on the University Home Page at: <http://www.phoenix.edu/>.

Student Completion Rate

As a result of reauthorization of the Higher Education Act of 1965, each educational institution must publish its student completion rates for first-time undergraduate students (i.e., students with no prior college/university experience).

The completion rate for all University of Phoenix students averages 63% across all programs. The completion rate for just "first-time" undergraduate students who started between 09/01/94 and 08/31/95 was 15%. These "first-time" students made up less than 1% of the University's enrollment.

You may review the latest student completion rate in the Student Right to Know section of the University Catalog at: <http://www.phoenix.edu/catalog/>.

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 cover 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 cover crimes reported to the University that occurred on campus, in certain off-campus building or property owned or controlled by the University, and on public property within or immediately adjacent to and accessible from the campus, over the previous three years. You may review the detailed policies and statistics regarding Campus Safety at: <http://www.phoenix.edu/safety> or by contacting your local Campus Security Authority.

Title II of the Higher Education Act: Academic Year 1999-2000

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 each state where we offer teacher education preparation programs. The University of Phoenix provides professional preparation for teachers in Arizona, California, Hawaii, Nevada and Utah.

This report provides an overview of the information contained in our Institutional Reports and may be accessed at: <http://www.phoenix.edu/consumerinfo/titleiiireport.htm>.

Campus Crime Statistics

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 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>.

Drug and Alcohol Abuse Prevention Program

All drug and alcohol abuse policies, prevention and referrals can be obtained by accessing the following Web-site: <http://www.phoenix.edu/safety>.

ACADEMIC POLICIES

Admission Status

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

Admitted Status

A student is granted Admitted status by the Corporate Office of Admissions 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 second course. No student may enroll in the fourth course without admission 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 decision being made.

Provisional Status

Graduate Provisional Status

Students who meet all admission requirements except the minimum GPA requirement of 2.50 (see admission requirements) may be admitted on Provisional status if their entrance GPA is between 2.0 and 2.49. Students admitted on Provisional status must achieve a GPA of 3.0 in their University of Phoenix course work at the end of the third graded graduate course. Students with a GPA of 3.0 or greater at the end of their third graded graduate course will be placed on Admitted status. Students with a GPA of less than 3.0 at the end of their third graded graduate course will be academically disqualified and denied admission.

Registered Status

Degree-seeking students in the business, management, education, counseling, computer information systems, or nursing programs may attend a maximum of three courses under Registered status 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) or Test of English for International Communication (TOEIC), 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.

Denied Status

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

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 three consecutive courses. Any course work taken concurrently will be applied to the three course period. 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 one calendar year. 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 Committee 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 3 course period. Disqualifications may also occur for failing to achieve the required GPA while on provisional admission standing.

Scholastic Disqualification

Bachelor of Science in Nursing

Students in the Bachelor of Science in Nursing program are required to achieve a minimum grade of "C" (2.0) in the clinical courses (NUR 402, NUR 464, NUR 467, NUR 471, NUR 473, and NUR 486). Students who fail to receive a minimum grade of "C" in any one of these courses will be scholastically disqualified from the University (a "C-" is not acceptable). (Conditions for re-admission will be established by a committee composed of the faculty member, the Campus College Chair.) Re-admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat a clinical course only one time. If the student does not receive a "C" or better on the second attempt, the student will be permanently withdrawn from the Nurse Practitioner Program.

Nurse Practitioner Program

The Family Nurse Practitioner Program policy states that a grade of "B" or better must be earned in all nurse practitioner courses. The student with a "B-" or below in one of these courses may not continue in any other nurse practitioner course and is placed on Scholastic Disqualification. (Conditions for re-admission will be established by a committee composed of the faculty member, the Campus College Chair.) Re-admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat a clinical course only one time. If the student does not receive a "C" or better on the second attempt, the student will be permanently withdrawn from the Bachelor of Science in Nursing program.

Progression Requirements

Students in the TED/CLAD Post Baccalaureate Teacher Education Program in California must meet the following requirements prior to beginning their student teaching experience.

1. Students must demonstrate subject matter proficiency by a passing score on the Multiple Subjects Assessment for Teachers (MSAT) prior to student teaching if their bachelor's degree is not from a Commission approved subject matter program. If the bachelor's degree is from a Commission approved subject matter program, the student must provide a letter of verification from the institution that posted the degree.
2. Provide proof of passing scores on the CBEST (California Basic Educational Skills Test).
3. Copy of Certificate of Clearance

Completion Requirements

Students in the TED/CLAD Post Baccalaureate Teacher Education Program in California must meet the following requirements to graduate:

1. Completion of the program with a minimum grade point average of "B" (3.0).
2. Completion of second language learning experience.
3. Satisfactory completion of the Student Teaching Experience with "B" (3.0) or better.
4. Satisfactory completion of Reading Instruction (RICA) exam.
5. Payment of all tuition and fees.
6. Completion of University of Phoenix Request for Certificate form.

MAEd/TED Progression

The University of Phoenix will implement several screening processes for candidates of the MAEd/TED program to ensure that only the most qualified candidates enter, remain, and complete the teacher preparation program as evidenced in the admission, progression, and completion requirements. In order to progress to the student teaching portion of the teacher preparation program, MAEd/TED candidates must meet the following requirements:

1. Students must provide verification of content knowledge mastery prior to enrolling in their student teaching courses.
2. Passing scores on all parts of the Basic Skills Proficiency Assessment in Reading, Grammar, and Mathematics. This requirement can be met in two ways:
 - Successfully passing basic skills test exam required by the state for teacher certification (i.e. CBEST).
 - Successfully passing the University of Phoenix math and English proficiency exams.
3. Students that are unable to pass either the state or UOP exam may meet the requirement with successful completion of COMM 215, and MTH/209, (or equivalent course) with a minimum of "C-".
3. Achieve passing scores on the formal interview that occurs during MAT/511 or MAT/512.
4. Submission of a two-page typewritten statement detailing reason for wanting to become a teacher, including any past experiences in teaching. This statement will be submitted to the faculty committee at the time of the formal interview.
5. Verification of fingerprint clearance. Candidates enrolled at the Online campus can provide fingerprint verification from their state or can obtain fingerprint clearance through the State of Arizona.

If the campus receives written verification that a candidate has not met the fingerprint clearance requirements for their state and is no eligible to hold a teaching certificate in the state, the candidate must withdraw from the program.

Some schools/districts may require the candidate to obtain fingerprint clearance prior to participating in field experience or observations. In those instances, candidates must comply with the requirements of the district.

6. Two professional letters of recommendation completed in the past year.

7. Some schools/districts may require candidates to provide verifications of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.

Student Retention Process (MAEd/TED)

Throughout the MAEd/TED program, faculty nonmembers monitor the candidate's progress. Candidates who receive one or more faculty referrals are advised, remediated, and/or counseled out of the program, as appropriate.

- The first faculty referral results in a formal warning letter and a mandatory interview with the candidate's Academic Counselor or other designee.
- Candidates who receive two or more faculty referrals are notified in writing by the Campus College Chair, or other designee, of the specific charges brought against him/her.
- The Campus College Chair will convene a meeting of the Student Retention Committee, and may conduct a formal hearing, if necessary.
- The Student Retention Committee may make one of the following recommendations:
 - a. Take no action
 - b. Institute a formal remediation plan

8. Recommend withdrawal from the program

MAEd Scholastic Disqualification

Students must earn a grade of "B" (3.0) or better in the following courses in order to continue with the program:

ADM 590

Internship of the Principalship

ECN 531

Professional Assessment, Part I

ECN 532

Professional Assessment, Part II

ECN 581

Education Counseling Practicum

ECN 582/583

Educational Counseling Internship, Part I & II

ECN 590

Counseling Practicum: Elementary Education

ECN 591

Counseling Practicum: Secondary Education

ECN 592

Educational Counseling Practicum: Elementary

ECN 593

Educational Counseling Practicum: Secondary

ECN 596

Educational Counseling Practicum

ECN 597/598

Educational Counseling Practicum I & II

EDA 590 A/B/C

Administrative Internship

EDA 599

Practicum in School Administration

EDD 574

Action Research Outline

EDD 575

Action Research Proposal

EDD 576

Action Research Presentation

MAT 511

Elementary Student Teaching I: The Professional Educator

MAT 512

Secondary Student Teaching Seminar I: The Professional Educator

MAT 551

Elementary Student Teaching Seminar IV: Parent & Community Involvement

MAT 552

Secondary Student Teaching Seminar IV: Parent & Community Involvement

SP-TED 560

Special Education Student Teaching: Learning Disabilities

SP-TED 570

Special Education Student Teaching

SP-TED 571

Special Education Student Teaching

SP-TED 575

Special Education Student Teaching: Cross Categorical

EDTC 590

e-Education Capstone

Students who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course in order to continue in the program. The University of Phoenix will not provide an Institutional Recommendation to students that do not earn a "B" or better in their student teaching experience.

Students must earn a grade of B (3.0) or better in the following research courses:

EDD 574

Action Research Outline

EDD 575

Action Research Proposal

EDD 576

Action Research Presentation

A grade of "B-" or below or an incomplete grade (I) is not acceptable. Students who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course in order to continue in their one credit research project courses.

If the student does not receive a grade of "B" (3.0) or better on the second attempt, the student will be permanently withdrawn from the program.

Master of Counseling

Students in the Master of Counseling program must pass CNSL 511, Professional Counseling Assessment Portfolio I, to be eligible for admission. Students who are denied admission, due to the portfolio, can reapply in six months. Students can reapply for admission after one year if they fail CNSL 511 a second time. Passing Portfolio I is limited to three attempts.

Students must receive a grade of "Pass" in CNSL 530, Professional Counseling Assessment Portfolio II, in order to continue in the Master of Counseling program. A failing grade ("F") or an incomplete grade ("I") is not acceptable. Students who fail CNSL 530 may repeat the course after 6 months. If the student does not receive a grade of "Pass" on the second attempt, the student will be permanently withdrawn from the program.

Students are required to achieve a minimum grade of "B" (3.0) in clinical courses. Clinical courses include: CNSL 527, CNSL 537, CNSL 548, CNSL 553, CNSL 591, CMHC 538, CMHC 585, MFCC 535, MFCC 550, MFCC 565, CNSL 599A/B, MFCC 570 A/B/C, and CMHC 599A/B/C.

Students who fail to receive a minimum grade of "B" in any one of these courses will be scholastically disqualified from the University (a "B-" or "I" are not acceptable). Re-admission is granted when the student fulfills requirements determined by the Campus College Chair or Dean and will include repeating the course to remove the scholastic disqualification. Students may repeat a clinical course only one time. If the student does not receive a "B" or better on the second attempt, the student will be permanently withdrawn from the program.

Students who have been placed on Scholastic Disqualification for failure to attain a minimum grade of "B" or better in a clinical course may not transfer to another counseling program until they have fulfilled the requirements for reentry as determined by the Dean and the University administration.

Student Retention

Students in the Master of Counseling program are constantly evaluated by faculty, staff, and peers for adequate professional and personal development. Any student not making satisfactory progress in these areas may be formally evaluated for remediation or expulsion by the Retention Committee.

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.

Student Grievances

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

Academic Student Grievances (Grade Related)

Students disputing a grade received may contact the Director of Academic Affairs who will assist them in contacting the faculty member to discuss the grade dispute. The faculty member's decision is final. Grade disputes that are based on alleged discrimination or harassment (as those terms are defined in this Catalog under the headings "Nondiscrimination Policy" and "Harassment Policy") are reviewed as non-grade related grievances. **All grade disputes must be initiated within six (6) weeks of the grade posting date.**

Administrative or Non–Academic Student Grievances

Students who are alleging discrimination or a violation of University policy must present their grievance in writing. Such grievances are to be heard by a Campus Committee comprised of the following: Director of Academic Affairs (or other appropriate campus administrator), who will serve as Chair, Assistant Department Chair, and one member appointed by the Committee Chair. Appeals to a decision of the campus committee may be submitted to the Student Appeals Committee.

Other grievances or requests for policy exceptions must be submitted in writing to the Student Appeals Committee, which will determine the appropriate course of action or render a decision. A written decision will be made within ten working days from the receipt of the letter.

Student Appeals Committee

Students may submit a written appeal of the decision of a Campus Committee or College Dean or an admissions decision to the Student Appeals Committee. It is incumbent upon the student to submit to the Student Appeals Committee all relevant documents or statements of support with the appeal letter.

In all cases of academic and administrative student grievances, if the complaint cannot be resolved after exhausting the University's grievance procedure, the student may file a 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 State Board of Independent Colleges and Universities, Florida Department of Education, 200 Turner Bldg./Koger, 2586 Seagate Drive, Tallahassee, FL 32301, telephone (850) 488-8695

In California, the student may contact the California Bureau for Private Postsecondary and Vocational Education, 1027 Tenth Street, Fourth Floor, Sacramento, CA 95814-3517 telephone (919) 445-3427.

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

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 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 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 State of Washington Higher Education Coordinating Board Degree Authorization Agency, 1603 Cooper Point Road NW, P.O. Box 43450 Olympia, WA 98504-3450, telephone (360) 586-2775. The student must contact the state board for further instructions.

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 uses the following grading system to evaluate the student's performance:

Grade	Quality Points	Grade	Quality Points
A	= 4.00	C–	= 1.66
A–	= 3.66	D+	= 1.33
B+	= 3.33	D	= 1.00
B	= 3.00	D–	= .66
B–	= 2.66	F	= .00
C+	= 2.33	I	= .00
C	= 2.00		
I	= Incomplete		
W	= Withdrawal		
W/F	= Withdrawal failing		

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

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.

Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.

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.

Example: "B" work indicates a high quality of performance and is given in recognition for solid work; a "B" should be considered a high grade.

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.

Example: "C" work represents average work for the students in a program or class. A student receiving a "C" has met course requirements, including deadlines.

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

Example: "D" work is passing by a slim margin.

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

Example: "F" work does not qualify the student to progress to a more advanced level of work.

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

Note: Good grades are usually correlated with regular attendance and with assignments (written, reading, design projects, computer programs, and all other kinds) completed and on time. On the other hand, poor grades are often correlated with frequent absences and incomplete and/or missing assignments.

W = WITHDRAWAL. Students who attend at least one night of a course, miss at least two class sessions and officially withdraw prior to completing the course will receive a "W", if 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. The grade is not calculated in the GPA.

W/F = WITHDRAWAL/FAILING. Students who attend at least one night of a course, miss at least two class sessions and officially withdraw prior to completing the course will receive a "W/F" if the faculty member determines that the student was failing the course at the time of the withdrawal.

I = INCOMPLETE. Students who fail to complete all course requirements on a timely basis, due to unanticipated circumstances or events, may be awarded the grade of "I" (Incomplete) by the faculty member. Students receiving a grade of "I" in a course will have up to 5 weeks in which to finish the course assignments and submit course materials to the instructor. The faculty member determines the new course completion deadline date. Quality points of 0.00 are calculated into the GPA as long as a grade of "I" is pending course completion. The I grade and 0.00 quality points will be removed and replaced by the final grade quality points. If the student receiving a grade of "I" (Incomplete) has failed to complete all course requirements within the new incomplete deadline as determined by faculty member the grade of "I" will become an "F," and the student will be required to repeat the course at his or her own expense.

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 "http://student.uophx.edu/student_data/login.asp or 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 transcript, may print an official grade from the Web site, or request a grade verification letter through the web site.

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 Center 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, 4615 E. Elwood Street, Phoenix, Arizona 85040. 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.

Utilizing student identification numbers and PIN numbers, students may request official transcripts from the University World Wide Web site (<http://www.phoenix.edu>) by selecting the Student Services button and following the directions for requesting a transcript. Students may also order a transcript to be mailed to their home or obtain transcript information through our 1800 4 GRADES Voice Response system.

There is a \$5.00 fee for each transcript requested. The fee must accompany the request.

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.

Program Changes

Students wishing to change their course of study may do so through consultation with their Academic Counselor. The student must sign a new enrollment agreement and meet the admission requirements of the new program.

Application for Graduation

Students must submit a diploma application in order for their degree to be processed. Diploma applications are sent to students by the Registrar's Office with degree audit progress reports when students have neared the completion of their degree program requirements. Diploma applications will be sent to students in the Associate level programs when they have earned 50 applicable credits; to undergraduate business and management students when they have earned 100 applicable credits toward degree requirements; to undergraduate nursing students who have earned 106 applicable credits; to all graduate students who have completed all but 3 required courses.

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, and the post-COCA test has been completed. 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 distributed to graduates approximately two weeks after the diploma order date.

Students who are ineligible for graduation are notified by the Registrar's Office of their degree deficiencies. Students who are unable to complete the requirements for graduation by the appropriate posting dates may be considered eligible for the next posting date.

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.

Participation in Graduation Ceremony

Graduation ceremonies are held at each University campus. Students who have completed all but 9 credits of completing their course of study may participate in the ceremony.

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 undergraduate degree programs must satisfy all degree requirements within seven (7) years from the start of the program. Students in graduate degree programs must satisfy all degree requirements within five (5) years from the start of the program.

Students may petition the Campus Director of Academic Affairs for a one (1) year extension. All additional requests for extensions must be submitted to the Student Appeals Committee. Students who fail to complete all degree requirements with their graduation deadlines will be required to complete additional degree requirements. Upon approval of the extension, students must pay an administrative fee.

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:

1. The permanent academic records of students are retained indefinitely.
2. 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

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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.

INSTITUTIONAL RESEARCH AND EFFECTIVENESS

Mission Statement

The Office of Institutional Research & Effectiveness (IR&E), through its Effectiveness Sources Portal (E.S.P.) ESP System, provides access to substantive information and analysis tools that support-mission critical decision making throughout the University. Additionally, access to intelligence provided by IR&E is an essential component of University academic governance and operations.

IR&E executes reporting to key external agencies such as federal and state governments, accrediting agencies, professional associations, other higher education institutions, and publishers.

IR&E manages two key University assessment systems: the Adult Learning Outcomes Assessment (ALOA) and the Academic Quality Management System (AQMS).

Adult Learning Outcomes Assessment (ALOA)

The University's ALOA system is a comprehensive cognitive and affective assessment system for working adult students.

The ALOA has two principal purposes:

1. To provide adult students with useful information about their current education skills and abilities (i.e., cognitive, affective, communication, and critical thinking) at entrance to their academic program and at graduation.
2. To provide the University with useful information about the currency and effectiveness of all academic programs so enhancements can be made on a continuous basis.

Outcomes assessments serve to evaluate the effectiveness of the programs and the extent to which the University is accomplishing its fundamental mission and purposes as follows: 1) In terms of achieving the desired learning outcomes in students. 2) In terms of having a measurable and positive impact on the personal and professional lives of the students.

Each of the components of the ALOA system has been designed to complement the whole to provide a comprehensive view of the effectiveness of the University's academic programs.

ALOA Composition

Comprehensive Outcomes of Cognitive Assessment (COCA)

A cognitive outcomes assessment, specifically designed for each program of study, is required of all students at graduation. Students receive results from the post-test with useful information that reflects the impact their educational experience has had on their knowledge and skills for their program of study. The results provide academic decision-makers with information useful for program evaluation and on-going curriculum design.

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.

Critical Thinking Assessment

The ability to think critically is another vital workplace skill. An internal assessment of critical thinking skills occurs within a course at the beginning of the student's program and within a capstone course near graduation. The purpose of the assessment is to measure the student's ability to solve problems using critical skills of inquiry, analysis, and communication.

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.

AQMS 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.

Student End-of-Course Survey

Students in all courses complete an End-of-Course Survey, which focuses on students' evaluation of the curriculum, educational effectiveness, learning teams, time allocation, University Library, administrative and support services, facilities and equipment, and faculty skills and abilities. These measures are of significant value in diagnosing how well each component of the University's teaching/learning model is functioning in meeting student needs.

Faculty End-of-Course Survey

Faculty also complete an End-of-Course Survey, which focuses on curriculum evaluation, educational effectiveness, time allocation, administrative and support services, facilities, and access to technology. Because faculty are required to be highly qualified practitioners of the subjects they teach, they serve as an invaluable resource for assessing curriculum. Faculty are also the University's best resource for determining whether students are professionally and academically prepared to benefit from their educational experiences.

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.

Alumni Survey

Graduates are asked to evaluate the effectiveness of their University of Phoenix education after they have had sufficient time to integrate their learning with the demands of their career and personal responsibilities. Using measures driven by the University's mission, the alumni identify factors that influenced their decision to attend the University of Phoenix, the major personal and professional goals they achieved as a result, the quality of their educational experience, how effective the University's teaching/learning model was in helping them achieve their educational goals, and their employers' opinions of the programs' benefits.

Employer Survey

Overall, 41 percent of entering students report that they expect to receive tuition reimbursement from their employers. Employers are surveyed to determine the benefits provided to their employees and to their organization by attending University of Phoenix.

Faculty Involvement Survey

This survey assesses the nature and scope of instructors' access to and participation in academic governance throughout the University. Through this survey, faculty critically appraise the institutional structures designed to ensure their governance in matters of academic policy.

Comments to the Chair

All students, faculty and staff are provided a convenient mechanism for communicating to Dr. John G. Sperling, the founder and Chairman of the Board of the University. All comments are read and responded to by Dr. Sperling, then forwarded to appropriate departments for action.

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.)

Uses of ALOA and AQMS Information

The University uses information gained from all components of the ALOA and AQMS for on-going process improvement and university effectiveness. Intelligence provided by IR&E contributes directly to the value of a University of Phoenix education through providing robust access to organization information and effective analysis for all levels of personnel within the institution.

ALUMNI NETWORK

The University of Phoenix Alumni network, a not-for-profit organization, provides services and benefits to University of Phoenix graduates, as well as current degree and certificate seeking students.

All graduates of the University of Phoenix are automatically members of the Alumni Network. There are no dues nor ritual of acceptance to the National Organization. Some chapters may require dues based on the vote of the membership. Consistent with the ethos of the University, all graduates are encouraged to maintain ties with the University through involvement with the Alumni Network.

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

The Alumni Network has the following purposes:

- To foster the mission and purposes of the University of Phoenix.
- To develop a spirit of loyalty to the University among alumni.
- To promote communication and good fellowship among the alumni, students, faculty, and administration of the University of Phoenix.
- To provide the members of the organization mutual aid and support in the achievement of their professional goals.
- To perform a public relations role in the community.
- To provide scholarships and admission assistance to students of the University of Phoenix.
- To hold lectures, public meetings, classes and conferences focused directly or indirectly to advance the cause of education, whether general, professional, paraprofessional, or technical.
- To perform tasks and raise funds to further the above purposes.
- To establish membership chapters according to campus geographic locations and where there is an interest by sufficient alumni to support the functions of a chapter.

Scholarship Program

The University of Phoenix Alumni Network maintains a scholarship program that may assist students in meeting their educational expenses while enrolled at the University of Phoenix.

Scholarship Referral Service

The Scholarship Referral Service uses an automated student aid research system designed to assist students in college cost planning. Students provide demographic and educational information, and the program compiles a listing of scholarships for which students may be eligible.

Data forms for the Scholarship Referral Service are available from the National Office or can be downloaded from the University of Phoenix Alumni Web site. The listing includes instructions for the students to contact the scholarship source for an application and additional information. There is a fee for this service. The Alumni Network does not guarantee that scholarships will be granted to students or alumni.

Alumni Network Scholarships

The Alumni Network awards scholarships to University of Phoenix students. Alumni Network and University officials work together to establish and maintain a variety of scholarships supported by donations from alumni, private, and public sources. Chapter scholarship committees assist in the development and promotion of these scholarships. The committees also help to identify scholarship recipients.

Career Services Opportunities

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

Career Network is an on-line job posting board that provides employers the opportunity to publish career opportunities to University of Phoenix alumni and students. This is not a job placement service but Alumni and students may elect to pursue a job opportunity listed.

This service has been developed in response to the numerous requests the Alumni Network has received from employers and alumni for career networking opportunities. Career 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 or call 1-800-795-2586 and an Alumni Network representative will post the position for you. Alumni have the opportunity to view employers' job openings, company profiles and, if so desired, connect with potential employers. This is not a job placement service but a way for employers and potential employees to connect. If you have any questions please contact the Alumni Network National Office at 1-800-795-2586 or 480-966-5394.

Additional Information

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

For further information about the University of Phoenix Alumni Network or the programs offered, contact the National Office at 1-800-795-ALUM or visit us on the Internet www.phoenixalumni.com.

UNDERGRADUATE PROGRAMS

GENERAL INFORMATION

Admission Procedures

Application Process

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

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 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 prior to enrollment in the fourth course must withdraw until such time as they are formally admitted by the Corporate Office of Admissions, unless approval has been granted for continued enrollment by the campus Vice President/Director.

Students who have served in the military service may submit their discharge papers (DD214) and all official training documents (DD295) 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. A second application fee is not required.

Academic Advisement

All students are provided the opportunity to communicate with a Counselor 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.

Guidance on degree completion options may also be discussed. Applicants unable to meet admission criteria may utilize the services of an Enrollment Counselor in formulating an educational plan that, upon successful completion, satisfies the degree program admission criteria.

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 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. The University's application fee covers the student's expense for requesting official transcripts from other institutions.

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 countries other than the United States, Canada and Mexico 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 and fee is required for the evaluation. Applicants with non-U.S. or Canada 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 or Mexico for admission will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service 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) or Test of English for International Communication (TOEIC), 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 Committee. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Committee. 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 Committee 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 Committee. The Student Appeals Committee will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

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 General and Professional Studies, 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:

1. To refine students' abilities to apply problem-solving skills in many settings and contexts.
2. To promote students' active awareness of their relationships to the natural, social, and cultural environments.
3. To develop students' appreciation for and commitment to lifelong learning.
4. 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 the Prior Learning Assessment Center.

Prior Learning Assessment Center Services

At the University of Phoenix, the opportunity to petition for an assessment of college-level learning is one of several degree completion options available to undergraduate students. The recognition of prior learning is a concept based on accepted principles of adult learning and serves to validate the professional competence achieved by men and women outside the traditional college classroom.

The standards and criteria established by the University of Phoenix for assessing prior college-level learning were developed in conformance with guidelines set forth by the Council for Adult and Experiential Learning (CAEL). The CAEL guidelines and the recognition of college-level learning gained through experience are observed by more than 1,200 colleges and universities throughout the United States. The recognition of college-level learning gained through experience is approved by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the Council on Higher Education Administration.

Since its founding, the University's assessment process has been a model for other colleges and universities that have added prior learning assessment to their 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 after successful completion of GEN 110 or the Experiential Learning Essay Tutorial. No student may earn more than 60 credits from any combination of experiential learning, national testing, credit by exam and professional course work and training.

California residents must comply with the California Education Code: Article 13; §72890 (h) (4) which states in part: Students in an undergraduate program may use no more than 30 semester credits from prior experiential learning. Only 15 credits can be applied in the first 60 credits. All professional training, military training, experiential learning credits and national testing (including CLEP/DANTES, ACT/PEP, NLN, AP) are subject to the California Education Code's definition of prior experiential learning. (Other states may also have restrictive state regulations.)

The Experiential Learning Portfolio

Students who choose to have their experiential learning evaluated for credit must enroll in GEN/110, Experiential Learning for 1 credit or enroll in the Experiential Learning Essay Tutorial. Instruction is given to help students prepare experiential course writing to be evaluated for credit. Submission and posting fees for the assessment process are outlined elsewhere in this section.

Professional Training and Course Work Option

Students may choose to complete a *Professional Training Portfolio* containing only professional course work and training. Submission and posting fees for Professional Training evaluations are required.

Faculty Evaluations

In order to facilitate the assessment process according to the University's standards, a centralized Prior Learning Assessment Center, located in Phoenix, Arizona, directs, processes, evaluates, and controls the assessment of prior learning for credit. Evaluations may take three to four weeks to complete.

Faculty evaluators hold advanced degrees in their respective disciplines. They are chosen for their educational and professional competence, and are assigned to evaluate in the subject areas according to their expertise covered by each discrete college-level learning description. Evaluation methods are monitored for quality, consistency, and adherence to policy criteria through a system of multiple checks and balances including internal auditing of evaluations, comprehensive record keeping and tracking systems, and well-defined policies and procedures.

Academic oversight is provided by the Dean for General Studies and the Faculty Curriculum Chairs of the University's Academic Governance Structure.

Prior Learning Assessment Submission and Posting & Fees

Charges arising out of services and the posting of credit awarded for prior learning are *not* included as part of the major curriculum fees and tuition.

The tuition for GEN 110 is based on the prevailing tuition rate for the major course work. Students will earn one (1) credit upon successful completion of GEN 110, Experiential Learning.

When materials are complete, they are sent to the Prior Learning Assessment Center in Phoenix and a \$90 submission fee is collected. The following evaluation and posting fees apply to credit awarded through Prior Learning Assessment:

- \$30.00 per credit for standardized evaluations, and items from the Apollo Quick List™.
- \$55.00 per credit for professional course work and training, and experiential learning essays.
- Costs per credit for articulated course work and training may vary.

A student will be billed only for those credits that apply toward the student's degree completion requirements at the time of submission. A student will be charged for all credits petitioned for and subsequently awarded, unless a student requests in writing that specific courses not be evaluated. Each student is responsible for any charges he/she incurs, regardless of the student's evaluation outcome.

Because the total fee is related to the number and type of credits awarded, the cost to each individual will vary. Students will be billed for all degree applicable credits awarded through the assessment process, and must pay for the credit earned after each evaluation. Fees are subject to change.

Transcription of Prior Learning Assessment Center Credits

Credits are placed on the student's transcript as credits are awarded by the Prior Learning Assessment Center. 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, and the only persons authorized to have access to them are 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.

Upon completion of the evaluations and determination of credit, the portfolio will be returned to the student. Students are advised not to include any material or information in the portfolio that might violate the legal or moral rights to privacy of any individual, organization, or corporation.

Standardized Credit Recommendations

The University accepts credit through the Prior Learning Assessment Center from the American Council on Education (ACE also evaluates corporate training programs, and Military Courses.)

California residents must comply with the California Education Code: Article 13; 72890 (h) (4) which states in part: Students in an undergraduate program may use no more than 30 semester credits from prior experiential learning. Only 15 credits can be applied in the first 60 credits. All professional training, military training, experiential learning credits and national testing (including CLEP/DANTES, ACT/PEP, NLN, AP) are subject to the California Education Code's definition of prior experiential learning.

Other states may also have restrictive state regulations. Please check with your Academic Counselor. The University of Phoenix is required to comply with these restrictions. No exceptions can be made.

Many certificated courses offered by non-collegiate institutions have been evaluated for college transfer credit by the American Council on Education and National Program on Noncollegiate Sponsored Instruction (National PONSII). The University of Phoenix generally accepts standardized credit recommendations from these nationally recognized authorities when they are presented for evaluation. These evaluations are prepared by the Prior Learning Assessment Center, and are subject to the fees outlined above.

Credits through the Evaluation Process

Students may request that transcripts from unaccredited institutions, or standard pre-evaluated licenses or certificates be evaluated through the preparation of a professional training portfolio. Counselors can provide information about the process which is subject to the standard assessment fees, including the submission fee. All professional training must be submitted as a Professional Training Portfolio.

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

COLLEGE OF GENERAL STUDIES AND PROFESSIONAL STUDIES

The College of General Studies and Professional Studies is within the Artemis School and is responsible for developing and fostering a program of general education, which supports the University's undergraduate professional degree programs. General education course work seeks to broaden students' outlook and to establish a strong foundation for lifelong learning. Program requirements are designed to assist students in developing communications and problem solving skills needed for professional growth, and to strengthen students' appreciation of the larger social, political, scientific, and aesthetic culture.

The college works closely with other academic departments and faculty throughout the university to design curricular offerings which reflect the unique character of University of Phoenix students and degree programs.

The college is organized into the areas of Communication Arts, Humanities, Social Sciences, Mathematics, and Science and Technology. General Studies faculty hold graduate degrees and have completed substantial graduate level study appropriate to the academic field in which they are teaching. In addition, many General Studies faculty members have extensive practical experience in business and the professions. All General Studies faculty are committed to the central role of general education in undergraduate degree programs.

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix recognizes the role of general education in ensuring students' success in the classroom, the workplace, and the communities in which they live. The general education curriculum prepares students with the foundation skills and philosophical orientation necessary to succeed in their professional programs. It also ensures that students have a broad exposure to the liberal arts, and that they explore diverse content areas to add depth to their academic and professional knowledge base. This preparation includes the development of the basic techniques of intellectual inquiry and self-reflection that guide continuous growth and development of the individual throughout life. The basic tenets of liberal arts – communication, computation, and critical thinking – are integrated throughout the professional curricula, e.g., through writing across the curriculum, the infusion of diversity issues, and a universal focus on critical thinking skills.

The professional programs culminate with a general education sponsored capstone course that facilitates the integration of learning and development from all aspects of the University of Phoenix education experience.

General Education Requirements

The 54 credit Comprehensive General Education Program includes the following components:

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 33 credits distributed among traditional liberal arts categories. 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, 6 credits

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

Mathematics, 6 credits

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, 6 credits

Course work in the social sciences 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, 6 credits

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.

Science and Technology, 6 credits (at least 3 must be Physical/Biological)

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.

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 material 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 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, 3 credits

Students will pursue more depth in the liberal arts by selecting one additional courses in any of the liberal arts categories listed above. (*Note: For students in the Bachelor of Science in Nursing program, these credits must be in Natural Sciences.*)

Professional Development Component

Professional Development, 3credits

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 but also fills the general education professional development requirement. 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, and NUR 390 for BSN students. ICS students will be required to complete other upper division elective credit to satisfy degree requirements.

Integrating Component

Integrating, 3credits

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study. In addition to the 54 credits in this prescribed General Education program, each major course of study at 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. Example of the specific major courses that further the student's exposure to general education include:

Interdisciplinary Component

Interdisciplinary, 15 credits

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.

BSN:

HCS 418

Skills for Professional Transition 3 credits

HCS 408

Therapeutic Health Care Communication 3 credits

QNT 436.3

Statistics in Health Care 3 credits

BSB:

CIS 319

Computers and Information Processing 3 credits

RES 341*

Research and Evaluation I 3 credits

RES 342*

Research and Evaluation II 3 credits

*Accounting majors do not complete RES 341 and RES 342

Proficiency Component

In line with 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 demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Proficiency requirements can be met in the following three areas using the approved methods:

1. Written Communication

- a. Earn "C-" or better in COMM 215**
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam

2. Mathematics Reasoning

- a. Earn "C-" or better in MTH 209**
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on the Mathematics (or higher) CLEP exam

3. Critical Thinking

- a. Earn "C-" or better in PHL 251**
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment

**A grade of "C-" or better must be earned in these courses in order to be awarded credit and demonstrate current proficiency.

Associate of Arts in General Studies

The following Associate of Arts in General Studies (AAGS) degree program is offered at these University of Phoenix campus locations: Kansas City, Milwaukee, New Mexico, Online, San Diego, and Southern California.

The University of Phoenix offers an Associate of Arts degree in General Studies to meet the needs of adult students who want to complete a general AA degree before entering into the professional programs.

The Associate of Arts curriculum provides a solid foundation and overview within the academic disciplines of communication arts, social sciences, mathematics, life sciences, and the humanities. Instruction focuses on the development of skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society. The completion of an AA degree also represents an important milestone for many students as they pursue their educational goals.

This foundation provides students with the perspectives necessary for meaningful self-examination of personal and social values, as well as, enhanced ability to understand and cope with social, technological, professional, and cultural change. The AAGS program is a lower division degree program designed to provide a liberal arts education for the working adult learner in a non-traditional format.

Students entering the University with fewer than 24 transferable credits from regionally accredited institutions and national testing programs must complete the following four course sequence:

GEN 101

Skills for Lifelong Learning I 3 credits

SOC 101

Contemporary Issues in American Business 3 credits

COMM 102

Communication Skills for Career Growth 3 credits

GEN 102

Skills for Lifelong Learning II 3 credits

AAGS Required Course of Study

Sixty credits are required for the Associate of Arts in General Studies degree. The distribution is as follows:

Communication Arts Requirement, 6 credits

COMM 215

Essentials of College Writing, 3 credits

Communication Arts Elective, 3 credits

Humanities Requirement: 6 credits

PHL 251

Humanities Elective, 3 credits

Humanities Elective, 3 credits

Social Science Requirement: 6 credits

Social Science Elective, 3 credits

Social Science Elective, 3 credits

Mathematics Requirement: 6 credits

MTH 208

College Algebra I 3 credits

MTH 209

College Algebra II, 3 credits

Science/Technology Requirement: 6 credits

Sciences/Technology Elective, 3 credits

Science/Technology Elective 3 credits

Additional General Education Electives, 6 credits

Six additional General Education must be completed in any of the above areas.

Open Electives: 24 credits

Proficiency may also be demonstrated with passing scores on the University math critical thinking and/or English assessment and/or CLEP exams. All students must earn the minimum credit subtotal in the mathematics humanities and communication arts areas regardless of the methods of proficiency demonstration chosen. Transfer credit may not be used to demonstrate current proficiency.

Students entering with fewer than 24 transferable credits must complete the 12 introductory course sequence (see above).

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

AAGS Admission Requirements

The requirements for admission to the AAGS degree program are as follows:

1. A completed and signed University of Phoenix undergraduate application and an application fee.
2. High school graduation or GED certificate.
3. Current employment or access to an appropriate organizational environment that will allow completion of program course work.
4. All students must be 23 years of age or meet the following additional requirements to be considered for admission:
 - A minimum of 30 transferable credits from a regionally or approved nationally, accredited institution
 - A minimum 3.0 cumulative GPA in regionally, or approved nationally, accredited course work
 - Current employment with a minimum of 2 years post-high school work experience
 - A letter of employment and position verification from employer
5. Non-native speakers of English must score 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English or International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable, academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - All University students must complete the Adult Learning Outcomes Assessment prior to enrolling in their required course of study.
 - Official documents are required.

AAGS Residency and Degree Requirements

To earn an Associate of Arts in General Studies degree, students must satisfy the following requirements:

1. Completion of a total of 60 semester credits to include the required course of study.
2. Residency of a minimum of 15 semester credits. May not be filled with BSB core courses.
3. A minimum cumulative grade point average (GPA) of 2.0.
4. Payment of all tuition and fees.

Matriculation into a Bachelor Program

Students who complete the Associate of Arts in General Studies degree are eligible to apply and be considered for the University's bachelor's degree programs. Applicants must meet all admission requirements in order to be granted admission into a bachelor's program.

Associate of Arts Degree Through Credit Recognition

The University of Phoenix acknowledges that many service members have already achieved an education equivalent to an associate degree through college course work, military training and experience, and national testing programs. The University of Phoenix Associate of Arts Degree through Credit Recognition allows service members to fulfill their degree requirements by recognizing approved college level learning to award an Associate of Arts degree no matter where service members are located throughout the world.

The Associate of Arts degree includes the option of a professional focus. The University does not certify students in their professional focus but acknowledges their qualifications by recognizing their American Council on Education (ACE) certified training received through the Armed Forces. Students need a minimum of 15 semester hours in a related field to qualify for one of the professional focuses listed below. The focus will be printed on the student's official University of Phoenix transcript.

- Aerospace Physiology Technology
- Allied Health Management
- Allied Health Sciences
- Aviation Technology
- Biomedical Technology
- Business Administration
- Cardiopulmonary Technology
- Computer Science Technology
- Criminal Justice
- Dental Laboratory Technology
- Electronics Technology
- Health Care Technology
- Histologic Technology
- Marine Engineering
- Marine Environmental Science
- Medical Laboratory Technology
- Nuclear Medicine Technology
- Nuclear Technology
- Occupational/Environment Health
- Operating Room Technology
- Pharmacy Technology
- Physical Therapy
- Radiologic Technology
- Respiratory Therapy
- Technical Management
- Technical Studies
- Technology Instruction
- Urological Laboratory Technology

AA Through Credit Recognition Admission Requirements

If you are active duty military, retired military, a veteran, a spouse of active duty military personnel, a full or part-time Reservist, a National Guard or Coast Guard member, or a Department of Defense employee, you are eligible for this program.

You must also:

1. Have obtained a high school diploma or GED certificate.
2. Complete and sign a University of Phoenix Associate of Arts through Credit Recognition application.
3. Pay tuition and fees.
4. Submit official test scores and official transcripts from all colleges and/or universities attended.
5. Submit one of the following military documents:
 - DD Form 295, Application for the Evaluation of Learning Experiences During Military Service (form must be certified by an authorized commissioned officer or his/her designee in order to be official)
 - DD Form 214, Armed Forces of the United States Report of Transfer or Discharge
 - Army/American Council on Education Registry Transcript system (AARTS) transcript
 - Coast Guard Institute transcript
 - Sailor/Marine/American Council on Education Registry (SMART) transcript

Liberal Arts Requirements

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. 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, 6 credits (3 credits must be in English/Com)

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

Mathematics, 6 credits

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, 6 credits

Course work in the social sciences 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.

Science/Technology, 6 credits (3 credits must be in Phy/Bio Science)

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. 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 applications of scientific knowledge in making and using tools to enhance material 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 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.

Humanities, 6 credits

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.

EML 299.1

The EML 299.1 *Applied Written Communication* is a required course taken through directed study at the University of Phoenix and receives 3 Communication Arts credits. This course is designed for you analyze your learning experiences and to communicate them effectively. You must receive a grade of "C" or better.

Additional Liberal Arts, 6 credits

Students will pursue more depth in the liberal arts by selecting two additional courses in any of the liberal arts categories listed above.

AA Through Credit Recognition Degree Requirements

Students are required to have a minimum of 60 credits to complete the Associate of Arts Degree through Credit Recognition. Students are required to have a 2.0 minimum cumulative Grade Point Average (GPA) in all course work completed at the University of Phoenix. Acceptance of course work from regionally accredited colleges and universities will be based upon prevailing University of Phoenix transfer credit policies. All of your credits accepted in transfer to the University (grades of "C-" or better) will be posted on the University of Phoenix transcript. This includes transfer credits earned in excess of the minimum 60 credits required for graduation.

Degree Completion Options

Students, who fall short of the 60 credits necessary to complete their degree, will have various degree completion options:

Credits may be earned from:

- University of Phoenix
- Classroom or Online setting
- Prior Learning Assessment Center, including:
 - Licenses and foreign language evaluations
 - Professional training and course work, including certificates
- Transcripts from nationally accredited institutions, extension division courses taken at regionally accredited institutions, and unaccredited institutions. Also, nationally accredited articulated institutions. (PONSI Guides)
- Licenses, certificates, and courses
- Articulated professional training (CASEE Guide) (Uses previously evaluated courses)
- Knowledge gained in corporate training, workshops, seminars, and other courses can be evaluated for credit.
- GEN 110 Prior Learning Assessment course
- Course work from regionally accredited or candidate for accreditation colleges and universities
- Passing scores and national testing programs such as CLEP, RCEP, and DSST
- American Council on Education recognized military training and experience in the Armed Services

The Associate of Arts through Credit Recognition Degree Completion Deadline

The application is valid for two years. During this time students can update their records by submitting additional documentation. If a student has not completed the required credits during this time frame, the University will close the file. Further activity will require a new application and fees.

Issuance of Diplomas

Students will receive a diploma and an official University of Phoenix transcript when they have satisfied all the degree requirements. Diplomas require approximately two weeks to process.

For more information call (800) 800-7006.

Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) degree program is offered at these University of Phoenix campus locations: Atlanta, Chicagoland, Colorado, Dallas/Ft. Worth, Florida, Hawaii, Houston, Kansas City, Louisiana, Metro Detroit, Milwaukee, New Mexico, Northern California, Northern Virginia, Oklahoma City, Online, Phoenix, Philadelphia, Pittsburgh, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tulsa, Utah, Washington, and West Michigan.

The University of Phoenix Bachelor of Science in Management (BS/M) program is designed to develop professional knowledge and skills of general managers in their organization or professional industry for improving organizational effectiveness. The curriculum is built upon a social science foundation of attaining performance excellence achieved through dynamic and evolving workplace managerial skills.

The program enhances the foundation through a learning-centered and participative educational set of courses. This is accomplished with behavioral objectives that concentrate on the development of general management roles to align resources, and to improve communication, productivity, and effectiveness. Managers become prepared to apply professional skills and knowledge to focus on the future, manage innovation, and make decisions based on facts in a customer focused atmosphere.

The Bachelor of Science in Management degree program has a 39-core credit required course of study. These courses fulfill only part of the 120 minimum credit requirements for degree completion. An associate's degree is required for admission into the Bachelor of Science in Management program. Students will be required to demonstrate proficiency in English, mathematics, and critical thinking, as well as to complete the Interdisciplinary Capstone course. To earn the Bachelor of Science in Management degree, a 72 lower and 48 upper division credit maximum and minimum split is authorized.

BSM Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog. Course work in the major follows.

GEN 300

Skills for Professional Development 3 credits

MGT 330◇

Management: Theory, Practice, & Application 3 credits

SOC 315◇

Cultural Diversity 3 credits

PHL 323◇

Ethics in Management 3 credits

RES 320◇

Fundamentals of Research 3 credits

MGT 350◇

Critical Thinking: Strategies in Decision Making 3 credits

PSY 428◇

Organizational Psychology 3 credits

COMM 470◇

Communicating in the Virtual Workplace 3 credits

PSY 320◇

Human Motivation 3 credits

PSY 430◇

Team Dynamics for Managers 3 credits

TEC 401◇

Human Factors in Technology 3 credits

FIN 324◇

Financial Analysis for Managers 3 credits

GEN 480◇

Interdisciplinary Capstone Course 3 credits

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

All BSM students must complete a minimum of 48 upper division credits to include the required course of study. Upper division electives, maybe satisfied with any upper division University of Phoenix, course Prior Learning Credit, transferable course work, or nationally testing credit.

BSM Proficiency Requirements

In line with 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 demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Proficiency requirements can be met in the following three areas using the approved methods:

1. Written Communication

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

2. Mathematical Reasoning

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

3. Critical Thinking

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

BSM Admission Requirements

The requirements for admission to the BSM program are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.
2. An Associate degree from a regionally or nationally accredited institution.
3. Official test scores and official transcripts from all colleges or universities attended.
4. Current employment or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age or meet the following additional requirements to be considered for admission:
 - a. A minimum of 30 transferable credits from a regionally, or a approved nationally, accredited institution
 - b. A minimum 3.0 cumulative GPA in regionally, or approved nationally accredited course work
 - c. Current employment. with a minimum of 2 years post-high school work experience
 - d. A letter of employment and position verification from employer
6. Non-native speakers of English must score 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English or International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.
7. A signed Enrollment Agreement.

BSM Residency Requirements

All students are expected to meet the University's minimum residency requirement of 27 semester credits of the required course of study.

Students may waive and/or exempt up to 9 credits from the required course of study, which consists of 39 credits.

Waivers and Exemptions

The University defines a waiver as the substitution of a required course with a comparable transcripted upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C-" (2.0) or better at a regionally, or approved nationally, candidate for accreditation college or university.
2. Courses are comparable in content and credits to the University course under consideration.
3. Courses are officially transcripted by the college or university where the credit was earned.

The University defines an exemption as the substitution of a required course with a comparable transcripted lower division course, subject to the same aforementioned conditions.

Students requesting course waivers must make formal written requests to the Office of Admissions, 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 and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. 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.

BSM Degree Requirements

1. Completion of a minimum of 120 credits that include the following:
 - a. Completion of a minimum number of 48 upper division credits to include the required course of study.
 - b. In addition, students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the Liberal Arts, Interdisciplinary, and Integrating components.

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 33 credits distributed among traditional liberal arts categories. 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, 6 credits

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

Mathematics, 6 credits

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, 6 credits

Course work in the social sciences 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, 6 credits

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.

Science/Technology, 6 credits

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, physiology, geology, and environmental science typically satisfy requirements in this area. 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, 3 credits

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

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 but also fills the general education professional development requirement. 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 credit to satisfy degree requirements.

Interdisciplinary Component

Interdisciplinary, 15 credits

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.

Integrating Component

Integrating, 3 credits

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

2. Minimum cumulative grade point average (GPA) of 2.0.

3. Payment of all tuition and fees.

4. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

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:

1. Complete additional upper or lower division elective courses offered by the University of Phoenix;

2. Complete course work in the prerequisite offerings from the University;

3. Complete approved CLEP, ACT/PEP, or DANTES examinations;

4. Participate in the Prior Learning Assessment process as described in this catalog; or

5. Complete approved courses at other regionally accredited colleges and universities.

Students who need additional academic credits to graduate should contact an Academic Counselor to ensure that there is no duplication of course work.

COLLEGE OF UNDERGRADUATE BUSINESS AND MANAGEMENT

The College of Undergraduate Business and Management Programs is within the John Sperling School of Business and offers the Bachelor of Science in Business program, which includes a choice of several different majors — Management, Business Administration, Marketing, e-Business, and Accounting. In addition, at selected campuses, the college offers professional development opportunities through non-degree (certificate) programs in Human Resource Management, Quality Management, Project Management, Purchasing, and Operations & Supply Chain Management.

Undergraduate Business and Management works closely with other academic colleges to provide and administer academic programming. In cooperation with the College of Information Systems and Technology, the College of Undergraduate Business and Management provides the programming for the e-Business major. The college also works cooperatively with the College of General and Professional Studies 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) program promotes skills required to make effective decisions and to formulate both short- and long-range business plans. It also emphasizes the personal and professional skills needed to effectively managing organizational needs. These skills include values clarification, needs assessment, group facilitation, and leadership. Students in the BSB program choose a major in Administration, Management, Marketing, e-Business, or Accounting.

Introductory Course Sequence

Students with fewer than 24 units college course work who wish to enroll in the Bachelor of Science in Business degree program must complete the four-course “Introductory Course Sequence.” See the specific degree program for details.

BSB Required Course of Study

The Bachelor of Science in Business program is organized into three to four academic components, depending on the major that is selected:

1. 18 credits are allocated to a series of courses called Business entry courses. These are business courses that are shared across business majors. Business Entry courses are as follows:

GEN 300

Skills For Professional Development 3 credits

MGT 331

Organizational Behavior 3 credits

MGT 330

Management: Theory, Practice, and Application 3 credits

MGT 350

Critical Thinking: Strategies in Decision Making 3 credits
RES 341

Research and Evaluation I 3 credits
RES 342

Research and Evaluation II 3 credits

*Accounting majors have a 12 credit foundation comprised of: GEN 300, MGT 331, MGT 330, and MGT 350.

2. 33 credits are allocated to the Administration, the Management, and Marketing majors; 39 credits to the e-Business major; and 48 credits to the Accounting major.

3. 3 credits are allocated to the course GEN 480 Interdisciplinary Capstone Course; GEN 480 requires students to integrate their general education experience with their professional course work.

These requirements comprise the BSB required course of study. The required course of study is 54 upper-division credits for the Administration, Management and Marketing majors; and 60 credits for the e-Business and 63 credits for Accounting.

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 BSB and Academic Progression

Students entering the University with fewer than 24 college credits must complete a prescribed sequence of introductory courses. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take any of the Business Entry courses. 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.

Proficiency Component

In line with 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 demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

1. Written Communication

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

2. Mathematical Reasoning

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

3. Critical Thinking

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

Introductory Course Sequence

Students entering the University 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 following four-course sequence:

GEN 101

Skills for Lifelong Learning I 3 credits

SOC 101

Contemporary Issues in American Business 3 credits

COMM 102

Communication Skills for Career Growth 3 credits

GEN 102

Skills for Lifelong Learning II 3 credits

GEN 101 must be taken as the first course in the student's program of study and the four-course sequence must be the first courses completed in the degree program.

BSB Admission Requirements

The requirements for admission to the BSB program are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.
2. High school graduation or GED certificate.
3. Official test scores and official transcripts from all colleges or universities attended.
4. Current employment or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age or meet the following additional requirements to be considered for admission:
 - a. A minimum of 30 transferable credits from a regionally, or a approved nationally, accredited institution
 - b. A minimum 3.0 cumulative GPA in regionally, or approved nationally, accredited course work
 - c. Current employment, with a minimum of 2 years post-high school work experience
 - d. A letter of employment and position verification from employer

6. Non-native speakers of English must score 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English or International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable academic semester credits at a regionally 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.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

7. A signed Enrollment Agreement.

BSB Residency Requirements

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

Students who select the Administration, Management, or Marketing major may waive and/or exempt up to 24 credits from the required course of study, which consists of 54 upper division credits. Students may not waive or exempt MGT 350 or GEN 480, GEN 300.

Students who select the e-Business major may waive and/or exempt up to 30 credits from the required course of study, which consists of 60 upper division credits. Students may not waive or exempt MGT 350, GEN 480 or GEN 300.

Students who select the Accounting major may waive and/or exempt up to 24 credits from the required course of study, which consists of 63 upper division credits. The following courses in the Accounting major may not be exempted: ACC 421, ACC 422, ACC 423, ACC 440, ACC 483, ACC 460, ACC 491, ACC 492, BUS 421, BUS 422. Students may not waive or exempt MGT 350, GEN 480 or GEN 300. Students who are interested in taking the Certified Public Accounting Examination are advised to contact their respective State Board of Accountancy for details about eligibility.

Waivers and Exemptions

The University defines a waiver as the substitution of a required course with a comparable transcribed upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C-" (2.0) or better at a regionally, or approved nationally, or accredited or candidate for accreditation college or university. Courses used to waive the Information System course in the e-Business major must have been completed in the past 5 years.
2. Courses are comparable in content and credits to the University course under consideration.
3. Courses are officially transcribed by the college or university where the credit was earned.

The University defines an exemption as the substitution of a required course with a comparable transcribed lower division course, subject to the same aforementioned conditions. In order to meet BSB upper division requirements, students who exempt a course must make up the credits with upper division, business-related course work.

Students may not exceed the waiver or exemption limits of their required course of study.

Students requesting course waivers must make formal written requests to the Office of Admissions, 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 and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. 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.

BSB Degree Requirements

1. Completion of a minimum of 120 credits that include the following:
 - a. Completion of the minimum number of upper division credits that make up the required course of study.
 - b. Students must complete the following Comprehensive General Education Program, which includes 54 credits distributed among the Liberal Arts, Interdisciplinary, and Required components. The six-credit Required Component is completed as part of the 54 upper-division Required Course of Study.

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 33 credits distributed among traditional liberal arts categories. 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, 6 credits

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

Mathematics, 6 credits

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, 6 credits

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.

Humanities, 6 credits

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.

Science/Technology, 6 credits

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, 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, 3 credits

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

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 but also fills the general education introductory requirement. 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 credit to satisfy degree requirements.

Interdisciplinary Component

Interdisciplinary, 15 credits

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.

Integrating Component

Integrating, 3 credits

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

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.

Completion of elective credits to fulfill the minimum number of credits required for graduation (*see Degree Completion Options*).

1. A minimum cumulative grade point average (GPA) of 2.0.
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).
4. Signed graduation application.

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:

1. Complete additional upper or lower division elective courses offered by the University of Phoenix;
2. Complete course work in the prerequisite offerings from the University;
3. Complete approved CLEP, ACT/PEP, or DANTES examinations;
4. Participate in the Prior Learning Assessment process as described in this catalog; or
5. Complete approved courses at other regionally accredited colleges and universities.

Students who need additional academic credits to graduate should contact an Academic Counselor to ensure that there is no duplication of course work.

The Bachelor of Science in Business/Major in Administration

The following Bachelor of Science in Business/ Administration (BSB/A) program is offered at these University of Phoenix campus locations: Atlanta, Chicagoland, Colorado, Dallas/Ft. Worth, Florida, Hawaii, Houston, Idaho, Kansas City, Louisiana, Maryland, Metro Detroit, Milwaukee, Nevada, New Mexico, Northern California, Northern Virginia, Ohio, Oklahoma City, Online, Oregon, Philadelphia, Phoenix, Pittsburgh, Puerto Rico, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tennessee, Tulsa, Utah, Vancouver, Washington, and West Michigan.

The Bachelor of Science in Business/ Administration program is designed for the working adult employed in a business or public organization. The major is designed to enable graduates to deal effectively with an increasingly complex business environment. The major stresses skill development in the areas of financial accounting, managerial finance, quantitative analysis, economics, marketing, and business-based research.

Approximately 24 months (based on continuous enrollment) are required to complete the Business Administration major and other requirements of the BSB required course of study. Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog. Course work in the major follows.

GEN 300

Skills For Professional Development 3 credits

MGT 331

Organizational Behavior 3 credits

MGT 330

Management: Theory, Practice, and Application 3 credits

MGT 350

Critical Thinking: Strategies in Decision Making 3 credits

RES 341

Research and Evaluation I 3 credits

RES 342

Research and Evaluation II 3 credits

CIS 319◇

Computers and Information Processing 3 credits

BUS 415◇

Business Law 3 credits

MGT 437◇

Project Management 3 credits

ECO 360◇

Economics for Business I 3 credits

ECO 361◇

Economics for Business II 3 credits

ACC 362

Financial Accounting I 3 credits

ACC 363◇

Financial Accounting II 3 credits

FIN 475◇

Managerial Finance I 3 credits

FIN 476◇

Managerial Finance II 3 credits

MKT 421◇

Marketing 3 credits

EBUS 400◇

e-Business 3 credits

GEN 480◇

Interdisciplinary Capstone Course 3 credits

The University reserves the right to modify curriculum associated with the major and the required course of study. All must be satisfactorily completed. Courses in which a grade of "F" is earned must be repeated.

The Bachelor of Science in Business/Major in Management

The following Bachelor of Science in Business/ Management (BSB/M) program is offered at these University of Phoenix campus locations: Atlanta, Chicagoland, Colorado, Dallas/ Ft. Worth, Florida, Greater Boston, Hawaii, Houston, Idaho, Kansas City, Louisiana, Maryland, Metro Detroit, Milwaukee, Nevada, New Mexico, Northern California, Northern Virginia, Ohio, Oklahoma City, Online, Oregon, Philadelphia, Phoenix, Pittsburgh, Puerto Rico, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tennessee, Tulsa, Utah, Vancouver, Washington, and West Michigan.

The Bachelor of Science in Business/Management is designed for the working adult who wants to acquire or build knowledge and skills essential for management in private and public organizations. The management major emphasizes performance systems, employment law, marketing, public relations, financial analysis, global business strategies, and quality management.

Approximately 24 months (based on continuous enrollment) are required to complete the Management major and other requirements of the BSB required course of study. Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog. Course work in the major follows.

GEN 300

Skills For Professional Development 3 credits

MGT 331

Organizational Behavior 3 credits

MGT 330

Management: Theory, Practice, and Application 3 credits

MGT 350

Critical Thinking: Strategies in Decision Making 3 credits

RES 341

Research and Evaluation I 3 credits

RES 342

Research and Evaluation II 3 credits

CIS 319◇

Computers and Information Processing 3 credits

ECO 360◇

Economics for Business I 3 credits

MGT 431◇

Human Resources Management 3 credits

MGT 434◇

Employment Law 3 credits

FIN 324◇

Financial Analysis for Managers I 3 credits

FIN 325◇

Financial Analysis for Managers II 3 credits

MKT 421◇

Marketing 3 credits

MKT 438◇

Public Relations 3 credits

MGT 448◇

Global Business Strategies 3 credits

MGT 449◇

Quality Management and Productivity 3 credits

EBUS 400◇

e-Business 3 credits

GEN 480◇

Interdisciplinary Capstone Course 3 credits

The University reserves the right to modify curriculum associated with the major and the required course of study. All course work must be satisfactorily completed. Courses in which a grade of "F" is earned must be repeated.

The Bachelor of Science in Business/Major in Accounting

The following Bachelor of Science in Business/ Accounting (BSB/ ACC) program is offered at these University of Phoenix campus locations: Atlanta, Chicagoland, Colorado, Dallas/Ft. Worth, Florida, Houston, Louisiana, Maryland, Milwaukee, Metro Detroit, New Mexico, Northern California, Northern Virginia, Oklahoma City, Online, Phoenix, Puerto Rico, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, Tulsa, Utah, Washington, and West Michigan.

The Accounting major promotes identification with and orientation to the accounting profession and is designed to provide students with the knowledge, skills and abilities necessary to build 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, statistics and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

The BSB/ACC coupled with the MBA/ACC is designed to meet the education eligibility requirements for all states and jurisdictions: however, students are encouraged to contact their State Boards of Accountancy for state-specific requirements.

Approximately 24 months (based on continuous enrollment) are required to complete the Accounting major and other requirements of the BSB required course of study.

GEN 300

Skills For Professional Development 3 credits

MGT 331

Organizational Behavior 3 credits

MGT 330

Management: Theory, Practice, and Application 3 credits

MGT 350

Critical Thinking: Strategies in Decision Making 3 credits

ECO 360◇

Economics for Business I 3 credits

ACC 362◇

Financial Accounting I 3 credits

ACC 363◇

Financial Accounting II 3 credits

FIN 320◇

Corporate Finance 3 credits

ACC 330◇

Accounting for Decision Making 3 credits

ACC 340◇

Accounting Information Systems I 3 credits

BUS 421◇

Contemporary Business Law I 3 credits

BUS 422◇

Contemporary Business Law II 3 credits

ACC 421◇

Intermediate Financial Accounting I 3 credits

ACC 422◇

Intermediate Financial Accounting II 3 credits

ACC 423◇

Intermediate Financial Accounting III 3 credits

ACC 440◇

Advanced Financial Accounting 3 credits

ACC 483◇

Income Tax-Individual 3 credits

ACC 460◇

Government and Non-Profit Accounting 3 credits

ACC 491◇

Contemporary Auditing I 3 credits

ACC 492◇

Contemporary Auditing II 3 credits

GEN 480◇

Interdisciplinary Capstone Course 3 credits

The University reserves the right to modify curriculum associated with the major and the required course of study. All must be satisfactorily completed. Courses in which a grade of "F" is earned must be repeated.

The Bachelor of Science in Business/Major in Marketing

The following Bachelor of Science in Business/ Marketing (BSB/ MKT) program is offered at these University of Phoenix campus locations: Atlanta, Chicagoland, Colorado, Dallas/Ft. Worth, Florida, Greater Boston, Hawaii, Houston, Idaho, Kansas City, Louisiana, Metro Detroit, Milwaukee, New Mexico, Northern California, Northern Virginia, Online, Philadelphia, Phoenix, Pittsburgh, Puerto Rico, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tennessee, Utah, Washington, and West Michigan.

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 and how to price products and services, and how to respond to growing demands of markets in different countries and cultures.

The marketing major includes a foundational marketing course upon which is based further study in the areas of public relations, buyer behavior, sales management, integrated marketing communications, and international marketing.

Approximately 24 months (based on continuous enrollment) are required to complete the Marketing major and other requirements of the BSB required course of study. Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog. Course work in the major follows.

GEN 300

Skills For Professional Development 3credits

MGT 331

Organizational Behavior 3 credits

MGT 330

Management: Theory, Practice, and Application 3 credits

MGT 350

Critical Thinking: Strategies in Decision Making 3credits

RES 341

Research and Evaluation I 3credits

RES 342

Research and Evaluation II 3 credits

CIS 319◇

Computers and Information Processing 3 credits

BUS 415◇

Business Law 3credits

ECO 360◇

Economics for Business I 3credits

FIN 324◇

Financial Analysis for Managers I 3 credits

MKT 421◇

Marketing 3credits

MKT 438◇

Public Relations 3 credits

MKT 463◇

Buyer Behavior 3credits

MKT 469◇

Sales Management 3 credits

MKT 467◇

Integrated Marketing Communications 3credits

MKT 450 ◇

International Marketing 3credits

EBUS 400◇

e-Business 3 credits

GEN 480◇

Interdisciplinary Capstone Course 3credits

The University reserves the right to modify curriculum associated with the major and the required course of study. All course work must be satisfactorily completed. Courses in which a grade of "F" is earned must be repeated.

The Bachelor of Science in Business/Major in e-Business

The following Bachelor of Science in Business/e-Business (BSB/EB) program is offered at these University of Phoenix campus locations: Atlanta, Chicagoland, Colorado, Dallas/Ft. Worth, Florida, Greater Boston, Hawaii, Houston, Kansas City, Louisiana, Maryland, Metro Detroit, New Mexico, Northern California, Northern Virginia, Oklahoma City, Ohio, Online, Oregon, Philadelphia, Phoenix, Pittsburgh, Puerto Rico, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tennessee, Tulsa, Utah, Vancouver, Washington, and West Michigan.

The Bachelor of Science in e-Business (BSB/EB) Program blends business and information technology to address the emerging field of e-Commerce and e-Business. The program courses provide fundamental knowledge and application in both business and information technology. The curriculum is designed to produce graduates ready to function in e-Business 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 a professional or for the student who desires to continue his or her education in a graduate program.

Business courses include course work in management, organizational behavior, critical thinking, research and evaluation, financial analysis, and marketing. Information technology courses include course work in business system development, project planning, operating systems, programming, databases, networks and telecommunications, the Internet and Web, and e-business.

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog.

GEN 300

Skills For Professional Development 3 credits

MGT 331

Organizational Behavior 3 credits

MGT 330

Management: Theory, Practice, and Application 3 credits

MGT 350

Critical Thinking: Strategies in Decision Making 3 credits

BSA 375

Fundamentals of Business Systems Development 3 credits

CMGT 410

Project Planning and Implementation 3 credits

POS 355

Introduction to Operating Systems 3 credits

POS 360

Programming Concepts 3 credits

DBM 380◇

Database Concepts 3 credits

NTC 360◇

Network and Telecommunications Concepts 3 credits

ECO 360◇

Economics for Business I 3 credits

FIN 324

Financial Analysis for Managers I 3 credits

FIN 325◇

Financial Analysis for Managers II 3 credits

MKT 421◇

Marketing 3 credits

WEB 350◇

The Internet: Concepts and Applications 3 credits

WEB 400◇

Web Programming 3 credits

EBUS 400◇

e-Business 3 credits

GEN 480◇

Interdisciplinary Capstone Course 3 credits

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

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

The College of Information Systems and Technology Programs is within the John Sperling School of Business and offers the Master of Science in Computer Information Systems (MSCIS) and the Bachelor of Science in Information Technology (BSIT).

The College of Information Systems and Technology also works cooperatively with the College of Graduate Business and Management to provide technology course work in the Masters of Business Administration with specializations in Technology Management and e-Business and with the College of Undergraduate Business and Management to provide the technology course work comprising the e-Business major in the Bachelor of Science in Business program.

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: Atlanta, Chicagoland, Florida, Hawaii, Idaho, Kansas City, Maryland, Metro Detroit, Ohio, Oklahoma City, Milwaukee, Northern Virginia, Phoenix, Sacramento Valley, Southern California, Southern Colorado, St. Louis, Tennessee, Tulsa, and West Michigan.

The Bachelor of Science in Information Technology (BSIT) program is focused on the acquisition of theory and technical competencies associated with the information technology profession. The courses provide fundamental knowledge and application in both the information systems function and in system development.

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. The BSIT is the basis for career growth or the basis for a graduate program. The program/course objectives and competencies have been benchmarked against several external guidelines. The program has five main threads:

- Business Systems Development
- Programming
- Databases
- Networks and Telecommunications
- The Web

Courses requiring prerequisites are identified by a symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog.

BSIT Core Course of Study:

GEN 300

General Studies 3credits

CIS 319

Computers and Information Processing 3credits

CSS 330

Critical Thinking & Computer Logic 3 credits

CMGT 410

Project Planning and Implementation 3credits

BSA 375◇

Fundamentals of Business Systems Development 3credits

POS 370◇

Programming Concepts 3 credits

POS 406◇

Computer Programming I 3 credits

POS 407◇

Computer Programming II 3credits

DBM 380◇

Database Concepts 3credits

DBM 405◇

Database Management Systems 3 credits

POS 410◇

SQL for Business 3 credits

NTC 360◇

Network and Telecommunications Concepts 3credits

NTC 410◇

Networks and Telecommunications II 3 credits

POS 420◇

Introduction to UNIX 3credits

POS 427◇

Windows Networking 3 credits

WEB 410◇

Web Programming I 3credits

WEB 420◇

Web Programming II 3credits

6 Additional Credits in IT

GEN 480

Interdisciplinary Capstone Course 3 credits

The BSIT and Academic Progression

Students entering the University with fewer than 24 college credits must complete a prescribed sequence of introductory courses. Students must have 60 credits to enroll in the core.

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

Proficiency Component

In line with 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 demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

1. Written Communication

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

2. Mathematics Reasoning

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on the Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

3. Critical Thinking

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

Introductory Course Sequence

Students entering the University with fewer than 24 transferable semester credits from regionally, or nationally, accredited or candidate for accreditation colleges and universities must enroll in the following four-course sequence:

GEN 101

Skills for Lifelong Learning I 3 credits

SOC 101

Contemporary Issues in American Business 3 credits

COMM 102

Communication Skills for Career Growth 3 credits

GEN 102

Skills for Lifelong Learning II 3 credits

GEN 101 must be taken as the first course in the student's program of study and the four-course sequence must be the first courses completed in the degree program.

BSIT Admission Requirements

The requirements for admission to the BSIT program are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.
2. High school graduation or GED certificate.
3. Official test scores and official transcripts from all colleges or universities attended.
4. Current employment or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age or meet the following additional requirements to be considered for admission:
 - a. A minimum of 30 transferable credits from a regionally, or a approved nationally, accredited institution
 - b. A minimum 3.0 cumulative GPA in regionally, or approved nationally, accredited course work
 - c. Current employment with a minimum of 2 years post-high school work experience
 - d. A letter of employment and position verification from employer.
6. Non-native speakers of English must score a 550 or higher on the Test of English as a Foreign Language (TOEFL), or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.
7. A signed Enrollment Agreement.

BSIT Residency Requirements

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

Students may waive and/or exempt up to 30 credits from the required course of study, which consists of 60 upper division credits. Students may not waive GEN 480, or GEN 300.

Waivers and Exemptions

The University defines a waiver as the substitution of a required course with a comparable transcripted upper division course, subject to the conditions outlined below:

1. Courses are completed within the past three years with a grade of "C" (2.0) or better at a regionally accredited or nationally candidate for accreditation college or university.
2. Courses are comparable in content and credits to the University course under consideration.
3. Courses are officially transcripted by the college or university where the credit was earned.
4. The University defines an exemption as the substitution of a required course with a comparable transcripted lower division course, subject to the same aforementioned conditions. In order to meet BSIT upper division requirements, students who exempt a course must make up the credits by selecting an upper division course offered by the University.

Students may not exceed the waiver or exemption limits of their required course of study.

Students requesting course waivers must make formal written requests to the Office of Admissions 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 and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. 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.

BSIT Degree Requirements

1. Completion of a minimum of 120 credits that include the following:
 - a. Completion of the minimum number of 54 upper division credits that make up the required course of study.
 - b. Students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the Liberal Arts, Interdisciplinary, and Required components. The six-credit Required Component is completed as part of the 54 upper-division Required Course of Study.

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 33 credits distributed among traditional liberal arts categories. 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, 6 credits

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

Mathematics, 6 credits

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, 6 credits

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.

Humanities, 6 credits

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.

Science/Technology, 6 credits

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, 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, 3 credits

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

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 but also fills the general education introductory requirement. 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 credit to satisfy degree requirements.

Interdisciplinary Component

Interdisciplinary, 15 credits

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.

Integrating Component

Integrating, 3 credits

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

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.

Completion of elective credits to fulfill the minimum number of credits required for graduation (*see Degree Completion Options*).

1. A minimum cumulative grade point average (GPA) of 2.0.
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).
4. Signed graduation application.

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:

1. Complete additional upper or lower division elective courses offered by the University of Phoenix;
2. Complete course work in the prerequisite offerings from the University;
3. Complete approved CLEP, ACT/PEP, Exceisior, or DANTES examinations in all instances;
4. Participate in the Prior Learning Assessment process as described in this catalog; or
5. Complete approved courses at other regionally accredited colleges and universities.

Students who need additional academic credits to graduate should contact an Academic Counselor to ensure that there is no duplication of course work.

COLLEGE OF HEALTH SCIENCES AND NURSING

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

- Bachelor of Science in Nursing
- RN to BSN
- LPN to BSN
- Bachelor of Science in Health Care Services
- Master of Health Care Administration
- Master of Science in Nursing
- Master of Science in Nursing/Family Nurse Practitioner
- Post Master Certificate - Family Nursing Practitioner

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

Nursing

The Nursing programs are designed to respond to the educational needs of licensed nurses. The College offers employed nurses opportunities to participate in accredited degree programs developed to broaden their professional horizons. All nursing degree programs are accredited by the National League for Nursing Accrediting Commission: 61 Broadway, New York, NY 10006 (212- 363-5555).

These programs are designed specifically for nurses who desire a repertoire of skills and knowledge necessary to respond effectively to today's dynamic health care environment. The programs also equip nurses with essential skills necessary to assume a leadership role in resolving the challenges faced by health care organizations and personnel. Each program has a blend of theory and practice which fosters a learning environment that allows nurses to build their knowledge base and to effectively and creatively apply what they have learned.

The University of Phoenix offers BSN students the ability to transition into the Master of Science in Nursing degree program. Students complete three graduate courses as part of their undergraduate work, thus creating the pathway for a smooth transition into the graduate program.

Health Sciences

The Bachelor of Science in Health Care Services (BSHCS) is an applied degree intended to equip students with knowledge and basic skills for employment in the health care environment. The BSHCS curriculum is grounded in a theoretical framework derived from the social, behavioral, managerial, and informational sciences. The BSHCS graduate will have an understanding of the variables in health care utilization; an ability to complete risk assessments of the populations managed; and an appreciation for the human factor necessary in providing health care. The program uniquely blends the environment of health care with the business principles required in the growing industry of health care.

Graduate school opportunities for the BSHCS graduate include programs such as business administration, health planning, hospital administration, human resources administration, public administration and public health.

International Nursing Honor Society

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix College of Health Sciences and Nursing members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing.

Sigma Theta Tau International is a 79-year-old, quarter million-member honor society that is essentially the Phi Beta Kappa of nursing. Its mission is to improve the health of people worldwide by improving nursing scholarship. Members include practicing nurses, instructors, researchers, policy makers, entrepreneurs and others.

The undergraduate student must have at least a 3.0 grade point average on a 4.0 scale, be in the upper 35 percent of his/her graduating class, have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectation of academic integrity. The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

More than 3,000 nurse scholars have been inducted into Sigma Theta Tau. With 115,000 active members, it is the second-largest and one of the most prestigious nursing organizations in the world. The society's members are active in more than 85 countries and territories, and the 423 chapter honor societies are located on more than 520 college and university campuses in Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, Taiwan and the United States.

Omicron Delta has close to 2000 members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site <http://www.omicrondelta.net>.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) Program is offered at these University of Phoenix campus locations: Atlanta, Colorado, Florida, Hawaii, Kansas City, Louisiana, Metro Detroit, New Mexico, Northern California, Ohio, Oklahoma City, Online, Phoenix, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tulsa, Utah, and West Michigan.

One hallmark of the BSN program is that there is no testing of prior nursing knowledge if the RN is in good standing within the state of practice. The BSN program is designed to develop the professional knowledge and skills of working registered nurses.

The curriculum is built upon a foundation of biological, physical, and social sciences which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse.

The program enhances the foundation in the biological, physical, and social sciences through an instructional program with behavioral objectives that concentrate on the development of the nurse's role as caregiver, teacher, and manager of care. Utilizing a self-care framework, working registered nurses are prepared as generalists who are able to apply professional skills and knowledge to nursing, clients, and health care systems.

The BSN program has a 36 credit nursing core and a 3 credit integration requirement. Completion of this required course of study fulfills only part of the 120-semester credit minimum requirement for the degree.

BSN Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

Nursing Core Courses:

NUR 390

Introduction to Professional Nursing 3 credits

NUR 402◇

Theoretical Foundations of Professional Nursing 3 credits

NUR 420◇

Health Assessment 3 credits

NUR 425◇

Health and Disease Management 3 credits

NUR 464◇

Concepts of Family Nursing Theory 3 credits

NUR 467◇

Clinical Integration: Nursing Management of Families
3 credits

NUR 429◇

Issues and Strategies in Nursing Research Utilization
3 credits

HCS 438◇

Statistical Applications 3 credits

NUR 471◇

Dimensions of Community Nursing Practice 3 credits

NUR 473◇

Clinical Integration: Partnerships in Community Practice
3 credits

NUR 478◇

Contemporary Issues and Health Policy 3 credits

NUR 486◇

Nursing Leadership and Management in Health Care
3 credits

GEN 480◇

Professional Ethics and Social Responsibility*
3 credits (also integrating general education course requirements.)

* Completion of NUR 486 prior to this course.

The University reserves the right to modify the required course of study. All grades of "F" or grades not meeting minimum specific course grade requirements must be repeated.

BSN Prerequisites

NUR 390 must be completed prior to any NUR course.

Students must also demonstrate proficiency in mathematics and English and Critical Thinking prior to enrolling in specific courses. Proficiency in English foundation skills and critical thinking must be satisfied prior to enrolling in NUR 402. Proficiency in mathematics foundation skills must be satisfied prior to enrolling in HCS 438.

Proficiency Component

In line with 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 demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

1. Written Communication

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

2. Mathematics Reasoning

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on the Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

3. Critical Thinking

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

BSN Admission Requirements

The requirements for admission to the undergraduate nursing program are as follows:

1. A completed and signed University of Phoenix undergraduate application form and an application fee.
2. Official transcripts from all colleges or universities attended and official test scores.
3. A valid, unrestricted, unencumbered RN license from the United States, kept current throughout the duration of the required course of study.
4. Associate degree or diploma in Nursing with an unrestricted RN license will provide student with 30 lower division nursing credits.
5. California: RN's without a degree-posted transcript must complete NUR 200 Introduction to Critical Thinking: Decision Making in Nursing prior to admission. The 30 LD nursing credits will be held in escrow until this course is completed.
6. Currently employed as a registered nurse
7. Must have a minimum of one (1) year health care or RN work experience. Unemployed students must have a minimum of one (1) year RN work experience and accessibility to a health care work environment to complete course projects. In addition the BSN program contains a clinical component. Applicants are expected to meet minimal RN mental and physical qualifications to complete the clinical course requirements.
8. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.
9. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable, academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.
10. Enrollment agreement.

BSN Clinical Course Academic Standards

Students in the BSN program are required to achieve a minimum grade of “C” in the clinical courses, (NUR 402, NUR 464, NUR 467, NUR 471, NUR 473, and NUR 486). Students who fail to receive a minimum grade of “C” in any one of these courses will be scholastically disqualified from the University. Re-admission will be granted if the student complies with the requirements for re-admission as determined and repeats the clinical course and earns a “C” or better. Students may repeat the same clinical course only once and must have the permission of the faculty member, and Campus College Chair.

BSN Course Waiver Policy

Students have the option of waiving twelve credits from the required course of study by transferring credits for previously completed upper division course work into the program. To meet waiver criteria, the course to be transferred must:

1. Be completed within the past ten years with a grade of “C” (2.0) or better at a regionally or nationally accredited university or college or one which is a candidate for accreditation.
2. Be comparable in content and credits to the University of Phoenix course being waived.
3. Be officially transcribed from the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the application process.

BSN Degree Requirements

1. Completion of a minimum of 120 credits that include the following:
 - a. Completion of the minimum of 54 upper division credits that make up the required course of study.
 - b. Students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the Liberal Arts, Interdisciplinary, and Required components. The six-credit Required Component is completed as part of the 54 upper-division Required Course of Study:

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 33 credits distributed among traditional liberal arts categories. 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, 6 credits

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

Mathematics, 6 credits

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, 6 credits

Course work in the social sciences 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, 6 credits

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.

Natural and Physical Sciences, 12 credits

Course work in the Natural/Physical Science area promotes the study of the structure and behavior of the natural world. The student is introduced to the scientific method of inquiry and how science serves society’s needs.

Additional Liberal Arts, 3 credits

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

Professional Development Component

NUR 390

Introduction to Professional Nursing, 3 credits

NUR 390, is required as the first course of all undergraduate nursing students. It is part of the required course of study but also fills the general education introductory requirement.

Interdisciplinary Component**Interdisciplinary, 15 credits**

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 fields 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.

Integrating Component**Integrating, 3 credits**

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

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.

Completion of elective credits to fulfill the minimum number of credits required for graduation (*see Degree Completion Options*).

1. A minimum cumulative grade point average (GPA) of 2.0.
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).
4. Signed graduation application.

BSN Degree Completion Options

Students who have successfully completed the required course of study and who are found to need additional academic work in order to fulfill the minimum 120 semester credits required for graduation may take advantage of the following options:

1. Complete MSN Pathway courses.
2. Complete additional upper division/lower interdisciplinary courses offered by the University of Phoenix.
3. Complete approved courses at other regionally accredited colleges and universities, or those which are candidate for accreditation.
4. Complete approved CLEP, or Dantes, Excelsior examinations.
5. Participate in Prior Learning Assessment process as described in this catalog.

Students who need additional academic credits to graduate should contact the campus Academic Counselor to ensure that there is no duplication of course work.

BSN/Master of Science in Nursing Program Pathway

Students planning to continue on to the Master of Science in Nursing program may complete up to nine graduate credits as part of their upper division interdisciplinary credit requirements. These courses may only be taken after completing the required course of study. Students taking advantage of this pathway can only use a maximum of the 3 of the following MSN courses:

HCS 570

Financial Management for Nursing Managers 3credits

HCS 530

Health Care Organizations 3 credits

HCS 584

Quality and Data Based Management 3 credits

HCS 521

Health Care Infrastructure 3 credits

Verification of BSN degree completion and application to the MSN program is **required before additional MSN course work can be completed.**

Arizona School Nurse Program

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In accordance with the guidelines of the Arizona Board of Education and Arizona State Board of Nursing, the School of Health Care provides courses to complete the Arizona School Nurse certificate; three Arizona School Nurse Certificate courses and two elective courses are available. Contact the campus department of Continuing Education for course availability and program information.

State of California Public Health Nursing Certificate

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The State of California has reviewed the University of Phoenix BSN course requirements and has determined that students entering the program after March 1, 1989 meet the state's standards for Public Health Nursing certification. Those University of Phoenix students who have successfully completed their degree program are eligible to apply for the California PHN Certificate.

Bachelor of Science in Health Care Services

The following Bachelor of Science in Health Care Services (BSHCS) Program is offered at these University of Phoenix campus locations: Atlanta, Florida, Hawaii, Kansas City, Louisiana, Metro Detroit, Nevada, Oklahoma City, Online, Phoenix, Sacramento, San Diego, Southern Arizona, Southern Colorado, Tulsa, and West Michigan.

The BSHCS major is designed to integrate a foundation of general education and applied sciences with the expertise that prepares the graduate for management positions in health care. The BSHCS curriculum addresses the basic body of knowledge, understanding, and skills which are identified to be relevant to health care administration:

- Structuring and positioning health organizations to achieve optimal performance.
- Financial management of health organizations under alternative financing mechanisms.
- Leadership, interpersonal and communications skills in managing human resources and health professionals in diverse organizational environments.
- Managing information resources; and collecting, analyzing, and using business and health information in decision making.
- Statistical, quantitative, and economic analysis in decision making.
- Legal and ethical analysis applied to business and clinical decision making.
- Organizational and governmental health policy formulation, implementation, and effect.
- Assessment and understanding of the health status of populations, determinants of health and illness, and managing health risks and behaviors in diverse populations.
- The development, organization, financing, performance, and change of health systems in diverse communities, drawing broadly on the social and behavioral sciences.
- Business and health outcomes measurement, process/outcome relationships, and methods for process improvement in health organizations.

BSHCS Required Course of Study

Courses requiring prerequisites are identified by a ◊ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

GEN 300

Skills for Professional Development 3 credits

To enroll in the following courses the student must have earned 24 credits and completed the mathematics and English and critical thinking proficiencies.

MGT 331

Organizational Behavior 3 credits

HCS 438

Statistical Applications 3 credits

MKT 438 ◊

Public Relations 3 credits

To enroll in the following HCS courses the students must have a minimum of 60 credits. As an alternative, enrollment into this course work also extends to students who have completed 45 credits of which 21 credits were earned at the University.

HCS 402 ◊

Introduction to Health Care in the United States 3 credits

HCS 405 ◊

Health Care Financial Accounting 3 credits

HCS 441

Introduction to Health Care Information Systems 3 credits

HCS 415

The Health Care of Populations 3 credits

HCS 442

Operations Management in Health Care 3 credits

HCS 427

Human Resources Principles and Practices in Health Care 3 credits

HCS 430

Legal Issues in Health Care: Regulation and Compliance 3 credits

HCS 435

Ethics: Health Care and Social Responsibility 3 credits

HCS 440 ◊

Economics: The Financing of Health Care 3 credits

HCS 443

Populations Requiring Long Term Care 3 credits

HCS 451 ◊

Health Care Quality Management and Outcomes Analysis 3 credits

HCS 455 ◊

Health Care Policy: The Past and The Future 3 credits

HCS 463 ◊

Application of Health Care Management Principles 3 credits

GEN 480 ◊

Professional Ethics and Social Responsibility 3 credits

The University reserves the right to modify curriculum associated with the major and the required course of study. All course work must be satisfactorily completed. Courses in which a grade of "F" is earned must be repeated.

BSHCS Academic Progression

In line with 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 demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

1. Written Communication

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

2. Mathematics Reasoning

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on the Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

3. Critical Thinking

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

Introductory Course Sequence

Students entering the University with fewer than 24 transferable semester credits from regionally or nationally accredited or candidate for accreditation colleges and universities must enroll in the following four-course sequence:

GEN 101

Skills for Lifelong Learning I 3credits

SOC 101

Contemporary Issues in American Business 3 credits

COMM 102

Communication Skills for Career Growth 3 credits

GEN 102

Skills for Lifelong Learning II 3credits

GEN 101 must be taken as the first course in the student's program of study and the four-course sequence must be the first courses completed in the degree program.

BSHCS Admission Requirements

The requirements for admission to the BSHCS program are as follows:

1. The completed and signed University of Phoenix undergraduate application and application fee.
2. High school graduation or GED certificate.
3. Official test scores and transcripts from all colleges or universities attended.
4. Current employment, or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age or meet the following additional requirements to be considered for admission:
 - a. A minimum of 30 transferable credits from a regionally, or approved nationally, accredited institution
 - b. A minimum 3.0 cumulative GPA in regionally, or approved nationally accredited course work
 - c. Current employment with a minimum of 2 years post-high school work experience
 - d. A letter of employment and position verification from employer
6. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.
7. Non-native speakers of English must score a 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.
8. Enrollment agreement.

BSHCS Residency Requirements

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

BSHCS Waivers and Exemptions

Students may waive a maximum of 21 credits from the required course of study, which consists of 54 upper division credits. Students may not waive or exempt HCS 463, Application of Health Care Management Principles or GEN 480 which is a University of Phoenix capstone course.

The University defines a waiver as the substitution or a required course with a comparable transcribed upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C-" (2.0) or better at a regionally or nationally accredited or candidate for accreditation college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived.
3. Be officially transcribed from the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University of Phoenix as part of the application process.

BSHCS Degree Requirements

1. Completion of a minimum of 120 credits that include the following:
 - a. Completion of the minimum number of upper division credits that make up the required course of study.
 - b. Students must complete the following Comprehensive General Education Program, which includes 54 credits distributed among the Liberal Arts, Interdisciplinary, and Required components. The six-credit Required Component is completed as part of the 54 upper-division Required Course of Study.

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 33 credits distributed among traditional liberal arts categories. 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, 6 credits

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

Mathematics, 6 credits

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, 6 credits

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.

Humanities, 6 credits

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.

Science/Technology, 6 credits

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, 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, 3 credits

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

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 but also fills the general education introductory requirement. 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 credit to satisfy degree requirements.

Interdisciplinary Component

Interdisciplinary, 15 credits

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.

Integrating Component

Integrating, 3 credits

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

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.

Completion of elective credits to fulfill the minimum number of credits required for graduation (*see Degree Completion Options*).

1. A minimum cumulative grade point average (GPA) of 2.0.
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).
4. Signed graduation application.

BSHCS 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:

1. Complete additional upper or lower division elective courses offered by the University of Phoenix.
2. Complete course work in the prerequisite offerings from the University of Phoenix.
3. Complete approved CLEP, Excelsior, or DANTES examinations.
4. Participate in the prior Learning Assessment process as described in this catalog.
5. Complete approved courses at other regionally accredited colleges and universities.

Students should contact an Academic Counselor to ensure that there is no duplication of course work.

LPN/LVN to BSN

The following Program is offered at these University of Phoenix campus locations: Colorado, Hawaii, Metro Detroit, Oklahoma City, Online, and Southern Arizona.

The University of Phoenix, College of Health Sciences and Nursing is committed to the advancement of nurses. Program objectives focus on evidenced based professional practice, critical thinking, communication, information utilization and collaboration. The acquisition of these objectives is essential to the practice of nursing.

The LPN/LVN track provides an opportunity for Practical/Vocational nurses to transition into the BSN program. This track is designed to develop the professional knowledge and skills to support transition of LVN/LPN to the role of registered nurse (RN). Successful completion of the program allows students to sit for the NCLEX exam for registered nurses.

The curriculum, as with the RN to BSN, is built upon a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse.

The program supports the foundation of the biological, physical and social sciences through an instructional program with behavioral objectives that concentrate on the development of the nurse's role. The LPN/LVN to BSN program is comprised of two components. Students enter a nursing Introductory Course Sequence (ICS) which focuses on role transition; knowledge and skills related to care of medical/surgical, pediatric geriatric, maternal child, and mental health clients, as well as additional health and general educational related support courses.

Upon completion of these courses, the student will transition into the 36 credit upper division nursing component, which will focus on expanding their nursing experience to include families, communities, research, and leadership. They will continue to develop their role transition from LPN/LVN to BSN focusing on the nurse's role as caregiver, teacher, and manager of care.

The LPN/LVN to BSN track is approved by the Arizona State Board of Nursing, Colorado State Board of Nursing, and the Hawaii State Board of Nursing.

The Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway 33rd Floor, New York, New York 10006, 212-363-5555, ext 153.

LPN/LVN to BSN Track

The 120 BSN to BSN Track includes 37-credit Introductory Course Sequence (ICS) program allows Practical/Vocational nurses the opportunity to transition into the BSN program and sit for the NCLEX exam for registered nurses upon successful completion of all BSN program requirements. All nursing Introductory Course Sequence courses must be successfully completed prior to entering the BSN Core sequence.

As with the RN to BSN program, the curriculum is built upon a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. The role of the professional nurse will be articulated throughout the program. The ICS courses will focus on the management and needs of the client in the medical/surgical, pediatric, geriatric, maternal/child, and mental health environments. The acquisition of these course are essential to the practice of profession nursing.

The LPN/LVN to BSN track will award eight lower division nursing credits for prior LPN experience if the PN is in good standing within the state of practice.

Licensure Guarantee

Admission or graduation from the LPN/LVN to BSN Nursing Track does not guarantee obtaining a license or certificate to practice as a registered nurse. Licensure and certification requirements and the subsequent procedures are the exclusive right and responsibility of the State Boards of Nursing. Students must satisfy the requirements of the Nurse Practice Act: Statutes, Rules and Regulations, independently of any college or school requirements for graduation. An applicant for professional nurse license may not be eligible for licensure if the applicant has any felony convictions or has not received an absolute discharge from the sentences for all felony convictions. All nurse applicants for licensure will be fingerprinted to obtain state and federal criminal history information.

If there is any question about eligibility for licensure or certification, contact the nursing education consultant at the appropriate State Board of Nursing.

LPN/LVN Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

NUR 390

Introduction to Professional Nursing 3 credits

PHL 251

Critical Thinking 3 credits

HCS 250

Human Anatomy and Physiology 3 credits

HCS 255

Environmental Microbiology 3 credits

HCS 210 ◇

Physical Assessment 3 credits

HCS 260 ◇

Pharmacology 3 credits

NUR 205 ◇

Transition to Professional Nursing 2 credits

NUR 214 ◇

Nursing Management of the Medical/Surgical Client I
3 credits

NUR 215 ◇

Nursing Management of the Medical/Surgical Client II
3 credits

NUR 220 ◇

Maternal Child Nursing 4 credits

NUR 225 ◇

Nursing Management of the Pediatric Client 4 credits

NUR 230 ◇

Psychiatric/Mental Health Nursing 4 credits

NUR 235 ◇

Nursing Management of the Geriatric Client 2 credits

NUR 402 ◇

Theoretical Foundations of Professional Nursing 3 credits

NUR 420

Health Assessment 3 credits

NUR 425

Health and Disease Management 3 credits

NUR 464

Concepts of Family Nursing Theory 3 credits

NUR 467 ◇

Clinical Integration: Nursing Management of Families
3 credits

NUR 429

Issues and Strategies in Nursing Research Utilization
3 credits

HCS 438

Statistical Applications 3 credits

NUR 471 ◇

Dimensions of Community Nursing Practice 3 credits

NUR 473 ◇

Clinical Integration: Partnership in Community Practice
3 credits

NUR 478

Contemporary Issues and Health Policy 3 credits

NUR 486 ◇

Nursing Leadership and Management in Health Care
3 credits

GEN 480

Professional Ethics and Social Responsibility 3 credits

The University reserves the right to modify the required course of study. All grades of "F" or grades not meeting minimum specific course grade requirements must be repeated.

Proficiency Component

In line with 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 demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

1. Written Communication

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

2. Mathematics Reasoning

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on the Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

3. Critical Thinking

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

LPN/LVN to BSN Clinical Course Academic Standards

Students in the LPN/LVN to BSN program are required to achieve a minimum grade of "C" in the clinical courses, (HCS 210, NUR 205, NUR 214, NUR 215, NUR 220, NUR 225, NUR 230, NUR 235, NUR 402, NUR 464, NUR 467, NUR 471, NUR 473, and NUR 486). Students who fail to receive a minimum grade of "C" in any one of these courses will be scholastically disqualified from the University. Re-admission will be granted if the student complies with the requirements for re-admission as determined and repeats the clinical course and earns a "C" or better. Students may repeat the same clinical course only once and must have the permission of the faculty member, and Campus College Chair.

LPN/LVN to BSN Course Waiver Policy

Students have the option of waiving twelve credits in ICS and 12 credits upper division from the required course of study by transferring credits for previously completed upper division course work into the program. To meet waiver criteria, the course to be transferred must:

1. Be completed within the past ten years with a grade of "C" (2.0) or better at a regionally or nationally accredited university or college or one which is a candidate for accreditation.
2. Be comparable in content and credits to the University of Phoenix course being waived.
3. Be officially transcribed from the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the application process.

LPN/LVN to BSN Track Admission Requirements

The requirements for admission to the undergraduate nursing program are as follows:

1. A completed and signed University of Phoenix undergraduate application form and an application fee.
2. Official transcripts from all colleges or universities attended and official test scores.
3. A valid, unrestricted, unencumbered LPN/LVN license from the United States, kept current throughout the duration of the required course of study.
4. Graduate of a Practical or Vocational Nursing program with an unrestricted LPN/LVN license will provide student with 8 lower division nursing credits.

5. Currently employed as a practical/vocational nurse.
6. A minimum of (2) years LPN/LVN work experience in the last three years. The LPN/LVN to BSN track contains a clinical component. Applicants are expected to meet minimal mental and physical qualifications to complete the clinical course requirements. If unemployed must have 2 years full time work experience in last 3 years.
7. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.
8. Signed Non-academic Disclosure Agreement.
9. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable, academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.
10. Enrollment agreement.

LPN/LVN to BSN Degree Requirements

1. Completion of a minimum of 120 credits that include the following:
 - a. A maximum of 72 lower division transcribed credits, to include a maximum of 30 Nursing credits.
 - b. In addition, students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the following components: Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. 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, 6credits

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

Mathematics, 6 credits

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, 6 credits

Course work in the social sciences 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, 6 credits

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.

Natural and Physical Sciences, 12 credits

Course work in the Natural/Physical Science area promotes the study of the structure and behavior of the natural world. The student is introduced to the scientific method of inquiry and how science serves society's needs.

Interdisciplinary Component

Interdisciplinary, 15 credits

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 fields 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.

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix includes courses that integrate general education principles. The University of Phoenix 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 and, where appropriate, have been assigned GE credit.

2. Minimum cumulative grade point average (GPA) of 2.0.

3. Payment of all tuition and fees.

4. Completion of the University's designated Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

LPN/LVN to BSN Degree Completion Options

Students who have successfully completed the required course of study and who are found to need additional academic work in order to fulfill the minimum 120 semester credits required for graduation may take advantage of the following options:

1. Complete additional upper division/lower interdisciplinary courses offered by the University of Phoenix.

2. Complete approved courses at other regionally accredited colleges and universities, or those which are candidate for accreditation.

3. Complete approved CLEP, or Dantes, Excelsior examinations.

4. Participate in Prior Learning Assessment process as described in this catalog.

Students who need additional academic credits to graduate should contact the campus Academic Counselor to ensure that there is no duplication of course work.

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

The College of Counseling and Human Services offers the Bachelor of Science in Human Services for those wanting a degree in human service work and preparation for advanced degrees in counseling, psychology, social work, and marriage and family therapy. The College also offers graduate degree programs and non-degree programs in mediation, gerontological counseling, mental health, marriage and family therapy, and addictions.

The College of Counseling and Human Services works closely with other academic schools to provide and administer academic programming. In cooperation with the College of Graduate Business, the College provides the certificate in Mediation. The College works cooperatively with the College of General Studies to give breadth to the undergraduate experience through integration of general education and professional course work. The College also works with the College of Education to provide quality courses for school counseling.

The Bachelor of Science in Human Services

The following Bachelor of Science in Human Services (BSHS) Program is offered at these University of Phoenix campus locations: Colorado, Florida, Nevada, Oklahoma City, Oregon, Phoenix, Sacramento Valley, and West Michigan.

The Bachelor of Science in Human Services (BSHS) provides students the opportunity to learn the skills, knowledge, and attitudes of a professional human service worker. Through course work, students learn about human development, problems in human functioning, programs for helping people with their problems, advocacy and influencing public policy, and crisis intervention. In field experience, students learn how to apply what they have learned to manage cases, organize help-ing services and programs, assess need, and provide help.

BSHS Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the “Course Descriptions” section of this catalog.

BSHS 301

Introduction to Human Services 3 credits

BSHS 311

Models of Effective Helping 3 credits

BSHS 321

Introduction to Interpersonal Communication 3 credits

BSHS 331◇

Professional, Ethical, and Legal Issues in Human Services
3 credits

BSHS 341◇

Field Experience, Part I 3 credits

BSHS 351

Technology in Human Services 3 credits

BSHS 361

Child Development 3 credits

BSHS 371

Adult and Family Development 3 credits

BSHS 381

Research and Statistics for the Social Sciences 3 credits

BSHS 391

Lifelong Learning and Professional Development 3 credits

BSHS 401

Case Management 3 credits

BSHS 411◇

Field Experience, Part II 3 credits

BSHS 421

Cultural Diversity and Special Populations 3 credits

BSHS 431

Dependency and Addictions 3 credits

BSHS 441

Advocacy and Mediation 3 credits

BSHS 451

Program Design and Proposal Writing 3 credits

BSHS 461

Building Community in Organizations 3 credits

BSHS 471

Mental Health and Crisis Intervention Practices 3 credits

BSHS 481

Working with Groups 3 credits

BSHS 491◇

Field Experience, Part III 3 credits

GEN 480

Interdisciplinary Capstone Course 3 credits

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

The Bachelor of Science in Human Services/ Management

*The following Bachelor of Science in Human Services/
Management (BSHS/M) Program is offered at these University of
Phoenix campus locations: The Campus Locations have not been
determined at the time of printing.*

The Bachelor of Science in Human Services (BSHS/M) provides students the opportunity to learn the skills, knowledge, and attitudes of a professional human service worker. Through course work, students learn about human development, problems in human functioning, programs for helping people with their problems, advocacy and influencing public policy, and crisis intervention. In field experience, students learn how to apply what they have learned to manage cases, organize helping services and programs, assess need, and provide help.

BSHS/M Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

BSHS 301

Introduction to Human Services 3 credits

MGT 330

Management: Theory, Practice, Application 3 credits

BSHS 321◇

Introduction to Interpersonal Communication 3 credits

BSHS 331

Professional, Ethical, and Legal Issues in Human Services
3 credits

BSHS 361

Child Development 3 credits

MGT 350

Critical Thinking and Decision-Making 3 credits

BSHS 371

Adult and Family Development 3 credits

FIN 324

Financial Analysis for Managers I 3 credits

MGT 331

Organizational Behavior 3 credits

BSHS 351

Technology in Human Services 3 credits

BSHS 341

Field Experience I 3 credits

MKT 421

Marketing 3 credits

BSHS 451

Program Design and Proposal Writing 3 credits

BSHS 431

Dependency and Addictions 3 credits

BSHS 471

Mental Health and Crisis Intervention Practices 3 credits

BSHS 401

Case Management 3 credits

BSHS 441

Advocacy and Mediation 3 credits

MGT 449

Quality Management and Productivity 3 credits

BSHS 411

Field Experience, Part II 3 credits

GEN 480

Interdisciplinary Capstone Course 3 credits

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

The BSHS and Academic Progression

Students entering the University with fewer than 24 college credits must complete a prescribed sequence of introductory courses. Students must have 60 credits to enroll in the core.

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.

Proficiency Component

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 demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Prior to enrolling in their fourth course in the required course of study proficiency requirements can be met in the following three areas using the approved methods:

1. Written Communication
 - a. Earn "C-" or better in COMM 215
 - b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
 - c. Achieve a passing score on the College Composition CLEP exam within the past two years
 - d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.
2. Mathematics Reasoning
 - a. Earn "C-" or better in MTH 209
 - b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
 - c. Achieve a passing score on the Mathematics (or higher) CLEP exam within the past two years
 - d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.
3. Critical Thinking
 - a. Earn "C-" or better in PHL 251
 - b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
 - c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

Introductory Course Sequence

Students entering the University with fewer than 24 transferable semester credits from regionally accredited or candidate for accreditation colleges and universities must enroll in the following four-course sequence:

- GEN 101
Skills for Lifelong Learning I 3 credits
- SOC 101
Contemporary Issues in American Business 3 credits
- COMM 102
Communication Skills for Career Growth 3 credits
- GEN 102
Skills for Lifelong Learning II 3 credits

GEN 101 must be taken as the first course in the student's program of study and the four-course sequence must be the first courses completed in the degree program.

BSHS Admission Requirements

The requirements for admission to the BSHS program are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.
2. High school graduation or GED certificate.
3. Official test scores and official transcripts from all colleges or universities attended.
4. Current employment or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age or meet the following additional requirements to be considered for admission:
 1. A minimum of 30 transferable credits from a regionally or approved nationally, accredited institution.
 2. A minimum 3.0 cumulative GPA in regionally, or approved nationally, accredited course work.
 3. Current employment. with a minimum of 2 years post-high school work experience.
 4. A letter of employment and position verification from employer.
6. Non-native speakers of English must score a 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable academic semester credits at a regionally 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.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

BSHS Residency Requirements

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

Students may waive 30 credits from the required course of study, which consists of 60 upper division credits. Students may not waive or exempt the Field Experience Courses or GEN 480. (a required General Education capstone course).

Waivers and Exemptions

The University defines a waiver as the substitution of a required course with a comparable transcribed upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C" (2.0) or better at a regionally or nationally accredited or candidate for accreditation college or university.
2. Courses are comparable in content and credits to the University course under consideration.
3. Courses are officially transcribed by the college or university where the credit was earned.
4. The University defines an exemption as the substitution of a required course with a comparable transcribed lower division course, subject to the same aforementioned conditions. In order to meet upper division requirements students who exempt a course must make up the credits with upper division course work.

Students may not exceed the waiver or exemption limits of their required course of study.

Students requesting course waivers must make formal written requests to the Office of Admissions 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 and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. 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.

BSHS Degree Requirements

1. Completion of a minimum of 120 credits that include the following:

- a. A minimum number of upper division credits that make up the required course of study.
- b. In addition, students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the following components:

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 33 credits distributed among traditional liberal arts categories. 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, 6 credits

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

Mathematics, 6 credits

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, 6 credits

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.

Humanities, 6 credits

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.

Science/Technology, 6 credits

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, 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, 3 credits

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

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 but also fills the general education introductory requirement. 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 credit to satisfy degree requirements.

Interdisciplinary Component**Interdisciplinary, 15 credits**

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.

Integrating Component**Integrating, 3 credits**

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

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.

Completion of elective credits to fulfill the minimum number of credits required for graduation (*see Degree Completion Options*).

1. A minimum cumulative grade point average (GPA) of 2.0.
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).
4. Signed graduation application.

The Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) Program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Metro Detroit, New Mexico, Oklahoma City, Online, Phoenix, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, Tulsa, Utah, and West Michigan.

The Bachelor of Science in Criminal Justice Administration provides students interested in policing, criminal law, or corrections with an interdisciplinary study of crime and justice in American society. The program's inclusion of interpersonal skills and managerial and administrative subject matter prepares students for positions of responsibility and leadership within the criminal justice community and related professions.

Students enrolled in the Criminal Justice Administration program will examine the criminal justice process and its key components, while at the same time learn the skills needed for effective interpersonal communication, administrative decision-making and personnel management. Contemporary issues such as human relations and social conflict, professionalism and ethics, and the injection of technology into crime and its detection are also addressed.

The Criminal Justice Administration curriculum will appeal to student professionals who are currently employed and seeking advancement within the criminal justice community, or to working adults pursuing a new career in a criminal justice-related field. Graduates of the program may find employment opportunities within public and private policing agencies, corrections, the court system, social services, and in corporate security.

BSCJA Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the "Course Descriptions" section of this catalog.

GEN 300

General Studies 3 credits

CJA 300

Organized Crime 3 credits

CJA 310

Contemporary Issues in Criminal Justice 3 credits

CJA 320

Introduction to Criminal Justice 3 credits

CJA 330

Criminology 3 credits

CJA 340

Criminal Law 3 credits

CJA 350

Criminal Procedure 3 credits

CJA 360

Interpersonal Communication 3 credits

CJA 370

Introduction to Policing 3 credits

CJA 380

Criminal Court Systems 3 credits

CJA 390

Introduction to Corrections 3 credits

CJA 400

Juvenile Justice 3 credits

CJA 410

Ethics in Criminal Justice 3 credits

CJA 420

Cultural Diversity in Criminal Justice 3 credits

CJA 430

Research Methods in Criminal Justice 3 credits

CJA 440

Organizational Behavior and Management 3 credits

CJA 450

Criminal Justice Administration 3 credits

CJA 460

Criminal Justice Policy Analysis 3 credits

CJA 470

Managing Criminal Justice Personnel 3 credits

CJA 480

Futures of Criminal Justice 3 credits

GEN 480

Critical Thinking and Decision Making 3 credits

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

The BSCJA and Academic Progression

Students entering the University with fewer than 24 college credits must complete a prescribed sequence of introductory courses. To enroll in the required course of study students must have a minimum of 24 credits. Students who have 24 credits may take any of the Business Foundation courses. 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.

Proficiency Component

In line with 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 demonstrate current proficiency in the areas of written communication, mathematical reasoning, and critical thinking. Proficiency requirements can be met in the following three areas using the approved methods:

1. Written Communication

- a. Earn "C-" or better in COMM 215
- b. Achieve a passing score on the University of Phoenix English Proficiency Assessment
- c. Achieve a passing score on the College Composition CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

2. Mathematical Reasoning

- a. Earn "C-" or better in MTH 209
- b. Achieve a passing score on the University of Phoenix Math Proficiency Assessment
- c. Achieve a passing score on Mathematics (or higher) CLEP exam within the past two years
- d. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

3. Critical Thinking

- a. Earn "C-" or better in PHL 251
- b. Achieve a passing score on the University of Phoenix Critical Thinking Proficiency Assessment
- c. A grade of "B" or better in a comparable course from a regionally or approved nationally, accredited institution within two years of application to the University.

Introductory Course Sequence

Students entering the University 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 following four-course sequence:

GEN 101

Skills for Lifelong Learning I 3 credits

SOC 101

Contemporary Issues in American Business 3 credits

COMM 102

Communication Skills for Career Growth 3 credits

GEN 102

Skills for Lifelong Learning II 3 credits

GEN 101 must be taken as the first course in the student's program of study and the four-course sequence must be the first courses completed in the degree program.

BSCJA Admission Requirements

The requirements for admission to the BS/CJA program are as follows:

1. A completed and signed University of Phoenix undergraduate application and application fee.
2. High school graduation or GED certificate.
3. Official test scores and official transcripts from all colleges or universities attended.
4. Current employment or access to an appropriate organizational environment, which will allow completion of program course work.
5. All students must be 23 years of age or meet the following additional requirements to be considered for admission:
 - a. A minimum of 30 transferable credits from a regionally, or a approved nationally, accredited institution
 - b. A minimum 3.0 cumulative GPA in regionally, or approved nationally, accredited course work
 - c. Current employment, with a minimum of 2 years post-high school work experience
 - d. A letter of employment and position verification from employer
6. Non-native speakers of English must score 550 or higher on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English or International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.
7. A signed Enrollment Agreement.

BSCJA Residency Requirements

All students are expected to meet the University's minimum residency requirement of 30 semester credits of the required course of study.

Students may waive 30 credits from the required course of study, which consists of 60 upper division credits. Students may not waive or exempt the GEN 480 required General Education capstone course.

Waivers and Exemptions

The University defines a waiver as the substitution of a required course with a comparable transcribed upper division course, subject to the conditions outlined below:

1. Courses are completed within the past 10 years with a grade of "C" (2.0) or better at a regionally, or approved nationally, or accredited or candidate for accreditation college or university. Courses used to waive the Information System course in the e-business major must have been completed in the past 5 years.
2. Courses are comparable in content and credits to the University course under consideration.
3. Courses are officially transcribed by the college or university where the credit was earned.

The University defines an exemption as the substitution of a required course with a comparable transcribed lower division course, subject to the same aforementioned conditions. In order to meet upper division requirements, students who exempt a course must make up the credits with upper division, course work.

Students may not exceed the waiver or exemption limits of their required course of study.

Students requesting course waivers must make formal written requests to the Office of Admissions, 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 and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. 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.

BSCJA Degree Requirements

1. Completion of a minimum of 120 credits that include the following:

- a. Completion of the minimum number of upper division credits that make up the required course of study.
- b. In addition, students must complete the following Comprehensive General Education Program which includes 54 credits distributed among the Liberal Arts, Interdisciplinary, and Integrating components.

Liberal Arts Components

The liberal arts component of the General Education Program is comprised of 36 credits distributed among traditional liberal arts categories. 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, 6 credits

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

Mathematics, 6 credits

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, 6 credits

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.

Humanities, 6 credits

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.

Science/Technology, 6 credits

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, physiology, geology, and environmental science typically satisfy requirements in this area. 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, 6 credits

Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

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 but also fills the general education introductory requirement. 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 credit to satisfy degree requirements.

Interdisciplinary Component**Interdisciplinary, 15 credits**

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.

Integrating Component**Integrating, 3 credits**

GEN 480, The Interdisciplinary Capstone Course, is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed general education course at the completion of the required course of study.

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.

Completion of elective credits to fulfill the minimum number of credits required for graduation (*see Degree Completion Options*).

1. A minimum cumulative grade point average (GPA) of 2.0.
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).
4. Signed graduation application.

GRADUATE PROGRAMS

GENERAL INFORMATION

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 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 status being granted. Students failing to submit all documentation prior to the end of the required time frame will be withdrawn until formally admitted by the Corporate Office of Admissions. The University cannot guarantee that a student who begins course work under Registered status will be admitted 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 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 and national testing centers. 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, and Mexico 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 or Canada for admission will not be eligible to attend classes prior to the University receiving a favorable evaluation from the approved credentials evaluation services 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 demonstrating successful completion of the Test of English as a Foreign Language (TOEFL), or the Test of English for International Communication (TOEIC), must be submitted with the admission file 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 Committee. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Committee. The written appeal may consist of a letter of explanation for academic deficiencies and lack of experience, and any other factors which might be of benefit when the Student Appeals Committee conducts its review. The Student Appeals Committee will carefully review all materials submitted and notify the applicant of its decision within ten working days.

COLLEGE OF GRADUATE BUSINESS AND MANAGEMENT

The College of Graduate Business and Management is within the John Sperling School of Business and offers the Master of Business Administration and the Master of Arts in Organizational Management. MBA students may choose to pursue the regular MBA or a specialization in one or more of the following areas: accounting, e-business, global management, health care management, human resource management, marketing, and technology management.

Master of Arts in Organizational Management

The following Master of Arts in Organizational Management (MAOM) program is offered at these University of Phoenix campus locations: Atlanta, Chicagoland, Colorado, Dallas/Ft. Worth, Florida, Hawaii, Houston, Idaho, Kansas City, Louisiana, Maryland, Metro Detroit, Milwaukee, Nevada, New Mexico, Northern California, Northern Virginia, Oklahoma City, Online, Oregon, Philadelphia, Phoenix, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tulsa, Utah, Washington, and West Michigan.

The Master of Arts in Organizational Management (MAOM) is designed to develop or enhance the management skills necessary to function effectively within private businesses, non-profit organizations, and public agencies. The program concentrates on managing human resources within the structure, culture, and mission of any organization. The curriculum addresses organizational leadership, human resources management, conflict management, strategic planning, managing technology, managing change, project management, systems thinking, and marketing management.

Program Structure

The program is structured with five primary goals in mind:

1. To provide students with a broad-based understanding of the management and leadership skills necessary for successful achievement of organizational goals.
2. To prepare students to recognize and respond to the implications of change on organizational stakeholders, e.g., employees, consumers/clients, vendors, and society.
3. To educate students about the impact of technology on every aspect of an organization, and how technology creates its own change.
4. To prepare students to function as consultants and internal change agents to lead and inspire organizational leadership toward a more productive future.
5. To prepare students to manage human and material resources effectively, efficiently, and ethically, within a global environment.

The MAOM emphasizes fundamental curriculum, critical thinking, and decision making that have been positioned to respond to the changing business environment. Students will be required to give due consideration to the broader implications of decisions, such as their potential effect on human resources, marketing, and budget. Students will also be exposed to leading edge concepts about conflict management system design, organizational culture, change management, and employee motivation.

This degree program has a 40-credit requirement. The program begins with a one-credit, three weeks, Managerial Communication course designed to build strategies for success in the MAOM. All courses in the required course of study must be satisfactorily completed or must be repeated. All course work must be satisfactorily completed prior to taking the capstone course, MGT 588, Organizational Research and Process Consultation.

MAOM Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

Managerial Communications 1 credit

LDR 510 ◇

Organizational Leadership and Change Management
3 credits

LDR 520 ◇

Organizational Ethics 3 credits

ORG 502 ◇

Human Relations and Organizational Behavior 3 credits

MKT 553 ◇

Marketing and Stakeholder Relations 3 credits

LAW 530 ◇

Legal Issues in the Workplace 3 credits

HRM 555 ◇

Human Resources Management 3 credits

HRM 556 ◇

Employee Motivation and Compensation 3 credits

MGT 573 ◇

Project Management in the Business Environment 3 credits

CIS 564 ◇

Information Management in Business 3 credits

SYS 540 ◇

Systems Thinking and Performance Measurement 3 credits

SYS 560 ◇

Conflict Management Systems 3 credits

MGT 578 ◇

Strategy Formulation and Implementation 3 credits

MGT 588◇

Organizational Research and Process Consultation

3credits

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

MAOM Course Waiver Policy

Students may waive a maximum of 9 credits from their required course of study on the basis of transferable course work. Students attending campuses located in the state of California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the application process.

MGT 588, Organizational Research and Process Consultation, may not be waived.

MAOM Admission Requirements

The requirements for admission to the MAOM program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.

4. A cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown by the undergraduate degree posted transcript.

5. Verification of a minimum of three years of significant full-time, post high school work experience related to the degree program.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally 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.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required to meet the requirements.

MAOM Degree Requirements

Students in the Master of Arts in Organizational Management program must fulfill the following requirements to graduate:

1. Completion of the 40 semester credit required course of study with a minimum grade point average of "B" (3.0).
2. Payment of all tuition and fees.

Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

Master of Business Administration

The following Master of Business Administration (MBA) program is offered at these University of Phoenix campus locations: Atlanta, Chicagoland, Colorado, Dallas/Ft. Worth, Florida, Hawaii, Houston, Kansas City, Idaho, Louisiana, Maryland, Metro Detroit, Milwaukee, Nevada, New Mexico, Northern California, Northern Virginia, Ohio, Oklahoma City, Online, Oregon, Pittsburgh, Philadelphia, Phoenix, Puerto Rico, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, St. Louis, Tennessee, Tulsa, Utah, Washington, and West Michigan.

The Master of Business Administration (MBA) develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for this decision-making role, the MBA has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA. The core begins with a one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA without specialization will complete five additional prescribed courses to hone their problem-solving skills.

Each University of Phoenix MBA student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the Web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The Web-based materials will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

MBA Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

Managerial Communication 1 credit

ORG 502 ◇

Human Relations and Organizational Behavior 3 credits

LAW 529 ◇

Legal Environment of Business 3 credits

MKT 551 ◇

Marketing Management 3 credits

QNT 530 ◇

Statistics and Research Methods for Managerial Decisions 3 credits

MGT 554 ◇

Operations Management 3 credits

ECO 533 ◇

Economics for Managerial Decision Making 3 credits

ACC 529 ◇

Accounting for Managerial Decision Making 3 credits

FIN 544 ◇

Finance for Managerial Decision Making 3 credits

CIS 564.4 ◇

Information Management in Business 3 credits

EBUS 500.1 ◇

e-Business Principles and Practices 3 credits

QNT 531 ◇

Advanced Problems in Statistics and Research Methods 3 credits

FIN 545 ◇

Advanced Problems in Finance 3 credits

MGT 573 ◇

Project Management in the Business Environment 3 credits

MGT 578 ◇

Strategy Formulation and Implementation 3 credits

MGT 599◇

Cases in Decision Making 3 credits

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

MBA Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campus locations in California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication, and MGT 599, Cases in Decision Making, may not be waived.

MBA Admission Requirements

The requirements for admission to the MBA program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 for the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally 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.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

MBA Degree Requirements

The following requirements must be satisfied to earn the MBA degree:

1. Completion of the 46-semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

Master of Business Administration/ Accounting

The following Master of Business Administration/ Accounting (MBA/ACC) program is offered at these University of Phoenix campus locations: Florida, Idaho, Kansas City, Milwaukee, New Mexico, Northern Virginia, Oklahoma City, Online, Puerto Rico, Sacramento Valley, and Southern Arizona.

The Master of Business Administration with a Specialization in Accounting (MBA/ACC) is designed to develop or enhance the accounting and financial management skills necessary to function effectively within private businesses, non-profit organizations, and public agencies. The program concentrates on managing fiscal resources within the structure, culture, and mission of any organization. The accounting specialization addresses advanced costing techniques, accounting theory, accounting information systems, and issues in corporate taxation, among other subjects. This program, when combined with a BSB/ACC, should provide sufficient credits to sit for the CPA exam. Students should always contact the Board of Accountancy in the state in which they plan to sit for the CPA examination to determine the state-specific requirements. A CPA exam review course is strongly recommended before sitting for the exam.

The MBA/ACC develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for the decision-making role, the MBA/ACC has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA/ACC consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/ACC. The core begins with a one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/ACC. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA/ACC specialization will complete five additional prescribed courses to hone their accounting skills.

Each University of Phoenix MBA/ACC student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/ACC program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/ACC program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the Web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The Web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

MBA/ACC Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

Managerial Communication 1 credit

ORG 502 ◇

Human Relations and Organizational Behavior 3 credits

LAW 529 ◇

Legal Environment of Business 3 credits

MKT 551 ◇

Marketing Management 3 credits

QNT 530 ◇

Statistics and Research Methods for Managerial Decisions 3 credits

MGT 554 ◇

Operations Management 3 credits

ECO 533 ◇

Economics for Managerial Decision Making 3 credits

ACC 529 ◇

Accounting for Managerial Decision Making 3 credits

FIN 544 ◇

Finance for Managerial Decision Making 3 credits

CIS 564.4 ◇

Information Management in Business 3 credits

EBUS 500.1 ◇

e-Business Principles and Practices 3 credits

ACC 563 ◇

Advanced Accounting Information Systems 3 credits

ACC 573◇

Advanced Cost Accounting 3 credits

ACC 583◇

Advanced Corporate Income Tax 3 credits

ACC 593◇

Accounting Theory 3 credits

ACC 595◇

MBA/ACC Capstone Course 3 credits

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

MBA/ACC Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campus locations in California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication, and ACC 595, MBA/ACC Capstone Course, may not be waived.

MBA/ACC Admission Requirements

The requirements for admission to the MBA/ACC program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.

3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.

4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.

5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 (213 on the computer based exam) on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally 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
- Equivalent of a U.S. high school diploma from a country in which English is the official language
- Official documents are required to meet these requirements

MBA/ACC Degree Requirements

The following requirements must be satisfied to earn the MBA/ACC degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.

Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

Master of Business Administration/ e-Business

The following Master of Business Administration/ e-Business (MBA/EB) program is offered at these University of Phoenix campus locations: Chicagoland, Dallas/Ft. Worth, Houston, Idaho, Kansas City, Maryland, Metro Detroit, Milwaukee, Northern Virginia, Ohio, Oklahoma City, Online, Phoenix, Sacramento Valley, St. Louis, Tennessee, Tulsa, and West Michigan.

The MBA/EB was created in response to the rise of electronic business and the ways it is changing how traditional firms operate and structure their organizations. The dynamics of e-business have also required companies to compete in innovative ways, as well as opened the doors of opportunity for creating global businesses. To accommodate the emerging e-business marketplace, the University of Phoenix offers a comprehensive MBA/e-Business program to equip managers with the necessary skills to conduct business in an e-business environment. The MBA/EB specialization is based upon courses in e-business operations, e-business marketing, e-law and risk management, e-strategy, and creating the e-business.

The MBA/EB develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for the decision-making role, the MBA/EB has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA/EB consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/EB. The core begins with a one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/EB. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA/EB will complete five additional prescribed courses to hone their skills in managing an e-business.

Each University of Phoenix MBA/EB student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/EB program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/EB program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the Web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The Web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

MBA/EB Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

Managerial Communication 1 credit

ORG 502◇

Human Relations and Organizational Behavior 3 credits

LAW 529◇

Legal Environment of Business 3 credits

MKT 551◇

Marketing Management 3 credits

QNT 530◇

Statistics and Research Methods for Managerial Decisions 3 credits

MGT 554◇

Operations Management 3 credits

ECO 533◇

Economics for Managerial Decision Making 3 credits

ACC 529◇

Accounting for Managerial Decision Making 3 credits

FIN 544◇

Finance for Managerial Decision Making 3 credits

CIS 564.4◇

Information Management in Business 3 credits

EBUS 500.1◇

e-Business Principles and Practices 3 credits

EBUS 510

e-Business Operations 3 credits

EBUS 520

e-Marketing Theory and Application 3 credits

EBUS 530

e-Law and Risk Management 3 credits

EBUS 540

e-Strategy Formulation and Implementation 3 credits

EBUS 550

Creating the e-Business 3 credits

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

MBA/EB Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campus locations in California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication, and EBUS 550, Creating the e-Business, may not be waived.

MBA/EB Admission Requirements

The requirements for admission to the MBA/EB program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.

3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.

4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.

5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 (213 on the computer-based exam) on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally 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
- Equivalent of a U.S. high school diploma from a country in which English is the official language
- Official documents are required to meet these requirements

MBA/EB Degree Requirements

The following requirements must be satisfied to earn the MBA/EB degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

Master of Business Administration/Global Management

The following Master of Business Administration/ Global Management (MBA/GM) program is offered at these University of Phoenix campus locations: Chicagoland, Colorado, Florida, Hawaii, Kansas City, Idaho, Maryland, Metro Detroit, Milwaukee, New Mexico, Northern California, Northern Virginia, Oklahoma City, Online, Philadelphia, Pittsburgh, Phoenix, Puerto Rico, Sacramento Valley, San Diego, Southern Arizona, Southern Colorado, Utah, and West Michigan.

Globalization has increased the need for individuals with specialized knowledge and skills necessary to manage multicultural and multinational workforces effectively in a rapidly changing environment. The MBA/GM program has been developed to provide those individuals the opportunity to study in a program specifically designed for their needs as current or future managers in the global business environment. The MBA/GM specialization is based upon courses in global business organization and culture, external and internal environments of global business, global strategy formulation and implementation, and a global management capstone course.

The MBA/GM develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical user of these inputs in making the decision. Although generally not the original producer of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for this decision-making role, the MBA/GM has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow student to practice making decisions to solve a wide range of problems.

The MBA/GM consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/GM. The core begins with a one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/GM. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA/GM will complete five additional prescribed courses to hone their problem-solving skills in global management.

Each University of Phoenix MBA/GM student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/GM program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/GM program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the Web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics course in the core. The Web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

MBA/GM Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

Managerial Communication 1 credit

ORG 502 ◇

Human Relations and Organizational Behavior 3 credits

LAW 529 ◇

Legal Environment of Business 3 credits

MKT 551 ◇

Marketing Management 3 credits

QNT 530 ◇

Statistics and Research Methods for Managerial Decisions 3 credits

MGT 554 ◇

Operations Management 3 credits

ECO 533 ◇

Economics for Managerial Decision Making 3 credits

ACC 529 ◇

Accounting for Managerial Decision Making 3 credits

FIN 544 ◇

Finance for Managerial Decision Making 3 credits

CIS 564.4 ◇

Information Management in Business 3 credits

EBUS 500.1 ◇

e-Business Principles and Practices 3 credits

GMGT 510◇

Global Business Organization and Culture 3 credits

GMGT 520◇

External Environment of Global Business 3 credits

GMGT 530◇

Internal Environment of Global Business 3 credits

GMGT 540◇

Global Strategy Formulation and Implementation 3 credits

GMGT 550◇

Global Management Capstone Course 3 credits

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

MBA/GM Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campuses located in the state of California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the University where the course was completed. An official catalog course description and syllabus must accompany the request, along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication, and GMGT 550, Global Management Capstone Course, may not be waived.

MBA/GM Admission Requirements

The requirements for admission to the MBA/GM program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.

2. An undergraduate degree from a regionally, or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.

3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.

4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.

5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 (213 on the computer-based exam) on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally 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
- Equivalent of a U.S. high school diploma from a country in which English is the official language
- Official documents are required.

MBA/GM Degree Requirements

The following requirements must be satisfied to earn the MBA/GM degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

Master of Business Administration/Health Care Management

The following Master of Business Administration/ Health Care Management (MBA/HCM) program is offered at these University of Phoenix campus locations: Atlanta, Colorado, Florida, Hawaii, Kansas City, Idaho, Louisiana, Metro Detroit, Milwaukee, New Mexico, Northern Virginia, Oklahoma City, Online, Phoenix, Sacramento Valley, San Diego, Southern Arizona, Southern California, Tulsa, Utah, and West Michigan.

The Master of Business Administration/Health Care Management (MBA/HCM) program is designed for health care professionals who currently hold, or seek, a management or supervisor position. The program is structured with primary goals:

1. To provide a broad-based understanding of current management tools and techniques with practical application in the health care industry.
2. To help prepare students to manage human and material resources effectively and efficiently within the health care environment.

The MBA/HCM emphasizes critical thinking and decision making for the changing requirements and dynamics of the health care industry. Students will learn to consider the broader implications of decisions, such as the potential effect on governmental relations, marketing, human resources, finance, and operations.

The MBA/HCM consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the program. The core begins with a one-credit, three-week, Managerial Communication course designed to build strategies for success in the program. It is a prerequisite to all the courses that follow.

Each University of Phoenix MBA/HCM student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/HCM program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/HCM program with an undergraduate degree that is *not* in business will be required to complete web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the web-based material and the included self-assessments for each courses prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject.

That foundational knowledge will be presumed by the faculty members who teach the core courses. The web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

MBA/HCM Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

Managerial Communication 1 credit

ORG 502◇

Human Relations and Organizational Behavior 3 credits

LAW 529◇

Legal Environment of Business 3 credits

MKT 551◇

Marketing Management 3 credits

QNT 530◇

Statistics and Research Methods for Managerial Decisions 3credits

MGT 554◇

Operations Management 3 credits

ECO 533◇

Economics for Managerial Decision Making 3 credits

ACC 529◇

Accounting for Managerial Decision Making 3 credits

FIN 544◇

Finance for Managerial Decision Making 3 credits

CIS 564.4◇

Information Management in Business 3 credits

EBUS 500.1◇

e-Business Principles and Practices 3 credits

HCS 521◇

Health Care Infrastructure 3 credits

HCS 530◇

Health Care Organizations 3 credits

HCS 579◇

Health Care Finance 3 credits

HCS 584◇

Quality and Data Base Management 3 credits

HCS 586◇

Health Care Strategic Management 3 credits

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

MBA/HCM Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campuses located in the state of California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Commutation, and HCS 586, Health Care Strategic Management, may not be waived.

MBA/HCM Admission Requirements

The requirements for admission to the MBA/HCM program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience related to the degree program.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 -213 on the computer-based exam) on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally 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.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

MBA/HCM Degree Requirements

The following requirements must be satisfied to earn the MBA/HCM degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

Master of Business Administration/ Technology Management

The following Master of Business Administration/ Technology Management (MBA/TM) program is offered at these University of Phoenix campus locations: Atlanta, Chicagoland, Colorado, Florida, Idaho, Kansas City, Louisiana, Maryland, Metro Detroit, Milwaukee, New Mexico, Northern California, Northern Virginia, Oklahoma City, Online, Oregon, Philadelphia, Pittsburgh, Phoenix, Puerto Rico, Sacramento Valley, Southern Arizona, Southern California, Washington, and West Michigan.

The importance of management in a technical environment is a core concept of the MBA/TM program. "Technical" is defined to be much broader than computer information systems and technology. It includes engineering, pharmaceutical, chemical, and other technical enterprises. The program and its faculty and staff are dedicated to the linkage of technical and business cultures as integrated functions of the technology-based organization. The MBA/TM specialization is based upon courses in strategy formulation and implementation, project management in the technological environment, management of research and development and innovation processes, technology transfer in the global economy, and application of technology management.

The MBA/TM develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for the decision-making role, the MBA has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA/TM consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/TM. The core begins with a one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/TM. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA/TM from the University of Phoenix must complete. Those students in the MBA/TM will complete five additional prescribed courses to hone their skills in technology management.

Each University of Phoenix MBA/TM student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/TM program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/TM program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The Web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

MBA/TM Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

Managerial Communication 1 credit

ORG 502 ◇

Human Relations and Organizational Behavior 3 credits

LAW 529 ◇

Legal Environment of Business 3 credits

MKT 551 ◇

Marketing Management 3 credits

QNT 530 ◇

Statistics and Research Methods for Managerial Decisions 3 credits

MGT 554 ◇

Operations Management 3 credits

ECO 533 ◇

Economics for Managerial Decision Making 3 credits

ACC 529 ◇

Accounting for Managerial Decision Making 3 credits

FIN 544 ◇

Finance for Managerial Decision Making 3 credits

CIS 564.4 ◇

Information Management in Business 3 credits

EBUS 500.1 ◇

e-Business Principles and Practices 3 credits

TMGT 578

Strategy Formulation and Implementation 3 credits

TMGT 510◇

Project Management in the Technological Environment
3 credits

TMGT 540◇

**Management of Research and Development and
Innovation Processes** 3 credits

TMGT 550◇

Technology Transfer in the Global Economy 3 credits

TMGT 590◇

Applications of Technology Management 3 credits

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

MBA/TM Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campus locations in California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the application process.

COM 515, Managerial Communication, and TMGT 590, Applications of Technology Management, may not be waived.

MBA/TM Admission Requirements

The requirements for admission to the MBA/TM program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally accredited, or candidate for accreditation, college or University, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.
6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
7. A signed Enrollment Agreement.
8. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication (TOEIC). The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable, academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.

MBA/TM Degree Requirements

The following requirements must be satisfied to earn the MBA/TM degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of "B" (3.0).
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

Master of Business Administration/Human Resources Management

The following Master of Business Administration/ Human Resources Management (MBA/HRM) program is offered at these University of Phoenix campus locations: Florida, Idaho, Metro Detroit, Oklahoma City, Puerto Rico, and Tulsa.

The MBA/HRM was created in response to the important role of human resources (HR) management in any organization. As the program is completed, the accomplished student has earned a number of advantages in terms of tools and skills as well as perspectives on the business nature of HR and how the HR professional becomes a strategic partner in the success of the overall business enterprise. It also positions the graduate to lead large and medium-sized HR departments from a technical and strategic vantage point. This program trains the student to become a full service generalist who can provide leading-edge solutions in all facets of HR functionality, from benefits design and administration to employee and labor relations, training, and educational development of employees, and leadership in change management for the entire business organization. The MBA/HRM specialization is based upon courses in Human Resources Management, Legal Issues in the Workplace, Employee Motivation and Compensation, Strategy Formulation and Implementation, and the Human Resources Capstone Course.

Additionally, the graduating MBA/HRM student may have confidence that he or she will have covered much of the material needed to sit for the exam to obtain the coveted certification as Professional in Human Resources (PHR) or Senior Professional in Human Resources (SPHR), recognized by the Society of Human Resource Management and by practicing HR leaders throughout the world. However, it is strongly recommended that students attend a test preparation course prior to sitting for either of these certification exams. The combination of these credentials (MBA/HRM and SPHR) makes a powerful professional of choice inside the enterprise as well as one consulting to it.

The MBA/HRM develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for the decision-making role, the MBA/HRM has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA/HRM consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/HRM. The core begins with a one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/HRM. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA/HRM will complete five additional prescribed courses to hone their skills in human resources management.

Each University of Phoenix MBA/HRM student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/HRM program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/HRM program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the Web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The Web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

MBA/HRM Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the “Course Descriptions” section of this catalog.

COM 515

Managerial Communication 1 credit

ORG 502 ◇

Human Relations and Organizational Behavior 3 credits

LAW 529 ◇

Legal Environment of Business 3 credits

MKT 551 ◇

Marketing Management 3 credits

QNT 530 ◇

Statistics and Research Methods for Managerial Decisions
3 credits

MGT 554 ◇

Operations Management 3 credits

ECO 533 ◇

Economics for Managerial Decision Making 3 credits

ACC 529 ◇

Accounting for Managerial Decision Making 3 credits

FIN 544 ◇

Finance for Managerial Decision Making 3 credits

CIS 564.4 ◇

Information Management in Business 3 credits

EBUS 500.1

e-Business Principles and Practices 3 credits

HRM 555

Human Resources Management 3 credits

LAW 530

Legal Issues in the Workplace 3 credits

HRM 556

Employee Motivation and Compensation 3 credits

MGT 578

Strategy Formulation and Implementation 3 credits

HRM 590

Human Resources Capstone Course 3 credits

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

MBA/HRM Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campus locations in California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of “B” or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication and HRM 590, Human Resources Capstone Course may not be waived.

MBA/HRM Admission Requirements

The requirements for admission to the MBA/HRM program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.
6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
7. A signed Enrollment Agreement.
8. For non-native speakers of English, a score of 550 (213 on the computer-based exam) on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable, academic semester credits at a regionally 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
 - Equivalent of a U.S. high school diploma from a country in which English is the official language
 - Official documents are required to meet these requirements

MBA/HRM Degree Requirements

The following requirements must be satisfied to earn the MBA/HRM degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

Master of Business Administration/ Marketing

The following Master of Business Administration/ Marketing (MBA/MKT) program is offered at these University of Phoenix campus locations: Florida, Idaho, and Puerto Rico.

The MBA/MKT was created in response to the important role played by marketing managers in any organization, particularly as organizations diversify to capitalize upon Internet opportunities to expand their markets. Although this business approach appears to be a natural evolution, the role, function, and responsibility of the marketing professional calls for specialized educational preparation. The knowledge, skills, and abilities needed by today's marketing professional require specific expertise not customary in the outcomes of a standard MBA program. Students in the MBA/MKT program will complete five specialized course in e-Marketing Strategy, and the Marketing Capstone Course, with all course content facilitating the evolution of the marketing professional to match the requirements of today's business environment.

The MBA/MKT develops students for the role managers play in defining business problems, assessing information, considering alternatives, and choosing the best solution. Imagine the manager as the hub of a wheel. From the hub radiate spokes, each representing a specific discipline, such as finance, law, marketing, operations, information systems, etc. Each of these "spokes" generates inputs for the manager to assess and incorporate into the decision-making process. The manager is a critical *user* of these inputs in making the decision. Although generally not the original *producer* of the information, the manager must be able to assess the validity and reliability of the information in building a business case for the decision.

To prepare students for the decision-making role, the MBA/MKT has been designed to introduce the theory or principles that frame a wide range of problems or issues in each of the courses. The most current techniques or tools are applied to these theories to allow students to practice making decisions to solve a wide range of problems.

The MBA/MKT consists of 46 credit hours. Thirty-one credit hours constitute the core curriculum and 15 additional credit hours complete the MBA/MKT. The core begins with a one-credit, three-week, Managerial Communication course designed to build strategies for success in the MBA/MKT. It is a prerequisite to all the courses that follow. The remainder of the core consists of 10, three-credit courses, which all students who receive an MBA from the University of Phoenix must complete. Those students in the MBA/MKT will complete five additional prescribed courses to hone their skills in marketing.

Each University of Phoenix MBA/MKT student will create and maintain an electronic portfolio reflecting the student's achievements throughout the MBA/MKT program. It will include assignments from each course, typically individual assignments, as well as other outcomes the student may wish to add. These assignments will demonstrate the student's ability to solve business problems at the graduate level and serve as a partial catalog of the skills the student has mastered.

Note: Students who enter the MBA/MKT program with an undergraduate degree that is *not* in business will be required to complete Web-based material (introduced during the Managerial Communication course) covering the fields of Accounting, Finance, Statistics, and Economics. These students must complete the Web-based material and the included self-assessments for each course prior to taking the Accounting, Finance, Statistics, and Economics courses in the core. The Web-based material will familiarize the students with the terms and concepts covered in a foundational course in that subject. That foundational knowledge will be presumed by the faculty members who teach the core courses. The Web-based material may also serve as a useful review for students who have studied these subjects as undergraduates, but would benefit from a refresher.

MBA/MKT Required Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

Managerial Communication 1 credit

ORG 502◇

Human Relations and Organizational Behavior 3 credits

LAW 529◇

Legal Environment of Business 3 credits

MKT 551◇

Marketing Management 3 credits

QNT 530◇

Statistics and Research Methods for Managerial Decisions 3 credits

MGT 554◇

Operations Management 3 credits

ECO 533◇

Economics for Managerial Decision Making 3 credits

ACC 529◇

Accounting for Managerial Decision Making 3 credits

FIN 544◇

Finance for Managerial Decision Making 3 credits

CIS 564.4◇

Information Management in Business 3 credits

EBUS 500.1◇

e-Business Principles and Practices 3 credits

EBUS 520

e-Marketing Theory and Application 3 credits

MKT 555

Consumer Behavior 3 credits

MKT 560

Marketing Research 3 credits

MKT 565

Marketing Strategy 3 credits

MKT 590

Marketing Capstone Course 3 credits

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

MBA/MKT Course Waiver Policy

Students may waive a maximum of nine credits from their required course of study on the basis of transferable course work. Students attending campus locations in California may waive a maximum of six graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally, or approved nationally accredited, or candidate for accreditation, college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

COM 515, Managerial Communication, and MKT 590, Marketing Capstone course, may not be waived.

MBA/MKT Admission Requirements

The requirements for admission to the MBA/MKT program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside of the United States.

3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.

4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.

5. Verification of a minimum of three years of significant full-time, post high school work experience with exposure to organizational systems and management processes.

6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.

7. A signed Enrollment Agreement.

8. For non-native speakers of English, a score of 550 (213 on the computer-based exam) on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally 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
- Equivalent of a U.S. high school diploma from a country in which English is the official language
- Official documents are required to meet these requirements

MBA/MKT Degree Requirements

The following requirements must be satisfied to earn the MBA/MKT degree:

1. Completion of the 46 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

SCHOOL OF ADVANCED STUDIES

Doctor of Management in Organizational Leadership

The following Doctor of Management in Organizational Leadership program is offered at these University of Phoenix campus locations: Kansas City, and Online.

The Doctor of Management in Organizational Leadership degree program offered by the University of Phoenix provides learners with a professional master's degree a means of exploring their personal readiness to become leaders in their professions or current organizations. Learners gain a mastery of leadership literature and demonstrate their competence by apply what they learn to current organizational environments. They also:

- Recognize leadership as a process promoting action in service of self, organization, community, and the planet.
- Apply leadership models to promote global and social responsibility.
- Critically analyze the validity and value of research.
- Make original, scholarly contributions by researching real-world problems and issues in organizational management.
- Critically examine the philosophical foundations of organizations and leadership.
- Identify personal leadership philosophies and philosophies of knowledge and their applications to organizations.
- Create learning organizations outside of contemporary paradigms utilizing optimal design theories.
- Create an environment of efficient and effective cross-functional deployment of continually enhanced human capital consistent with global environmental demands for strategic organizational success.

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

The DM program has a 62-credit requirement that incorporates both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will also attend 19 days in residency during the three-year program. Eight days begin the first and third year residency sessions, and a three-day residency sessions begins year two. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into the preparation of a final Research Study. Additionally, in the third year residency, learners will apply their knowledge to a comprehensive, collaborative case study. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

To enhance the self-reflective nature of the DM program, learners are required to capture the knowledge they acquire by maintaining a learning journal throughout their studies. This journal will be reviewed annually by faculty to ensure the domains, sub-domains, and competencies of the program are addressed.

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

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

DM Required Course of Study

- COM 705
Communications Strategies 1 credit
- PHL 700R
Critical and Creative Thinking 3 credits
- SEM 700R
Doctoral Program Orientation Seminar 0 credit
- LDR 711
Transformational Leadership and Innovation 3 credits
- RES 711
Fundamental Principles of Sound Research 3 credits
- PHL 716
Knowledge Theory and Practice 3 credits
- PHL 717
Constructing Meaning 3 credits
- ORG 716
Organizational Theory and Design 3 credits
- MGT 716
Management Philosophies 3 credits
- DOC 721R
Doctoral Seminar I 2 credits
- RES 721
Research Methods II 3 credits
- DOC 722
Doctoral Seminar II 3 credits
- LDR 726
The Dynamics of Group and Team Leadership 3 credits
- ORG 726
The Impact of Technology on Organizations 3 credits
- MGT 726
Emerging Managerial Practices 3 credits
- ORG 727
Organizational Diagnosis and Intervention 3 credits
- DOC 731R
Collaborative Case Study 3 credits
- DOC 732R
Doctoral Seminar III 2 credits
- PHL 736
Political Acumen and Ethics 3 credits
- MGT 736
Contemporary Systems Management 3 credits
- LDR 736
Architecture of Leadership 3 credits
- DOC 733
Doctoral Dissertation 3 credits
- DOC 734
Doctoral Project IV 3 credits
- DOC 740R
Annual Residency Renewal (as required) 0 credit

DM Admission Requirements

The requirements for admission to the DM program are as follows:

1. Completion of a master's degree from a regionally accredited institution of higher learning (official transcripts are required) with a GPA of 3.0 or higher.
2. A minimum of three years supervisory experience.
3. Three professional references.
4. A score of at least 600 on the TOEFL exam for non-native speakers of English.
5. Membership in a research library.

DM Degree Requirements

The following requirements must be satisfied to earn the DM degree:

1. Completion of the 62-semester credit required course of study with a GPA of 3.0 or higher.
2. Successful completion of all residency sessions.
3. Satisfactory completion and oral defense of a Research Study.
4. Payment of all tuition and fees.
5. Completion of the graduation packet.
6. Completion of all degree requirements within five years of the first class attended.

DM Course Waiver Policy

Learners may waive a maximum of 6 credits from their required course of study through transfer. To waive a course in the DM program, learners must have completed a previous course that meets the following criteria:

1. The course must have been completed and transcribed from a regionally accredited college or university or one in candidacy for accreditation.
2. The course must have been completed within the past 10 years with a grade of "B" (3.0) or better.
3. The course must be comparable in content and credits to the University of Phoenix course it is replacing and must be a doctoral level course.

Dropping from Program

Any learner dropping from the program must follow the proper re-entry procedures to re-enroll in the program. A learner who has completed all course work and is dropping prior to finishing Doctoral Project IV (DOC/734) must show continuous involvement with the University and the program by enrolling in, paying for, and attending DOC/740R.

Doctor of Business Administration

The following Doctor of Business Administration program is offered at these University of Phoenix campus locations: Online.

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

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

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

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

The DBA program has a 62-credit requirement that incorporates both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will also attend 19 days in residency during the three-year program. Eight days begin the first and third year residency sessions, and a three-day residency session begins year two. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into the preparation of a final Research Study. Additionally, in the third year residency, learners will apply their knowledge to a comprehensive, collaborative case study. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

To enhance the self-reflective nature of the DBA program, learners are required to capture the knowledge they acquire by maintaining a learning journal throughout their studies. This journal will be reviewed annually by faculty to ensure the domains, sub-domains, and competencies of the program are addressed.

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

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

DBA Required Course of Study

COM 705

Communication Strategies 1 credit

PHL 700R

Critical and Creative Thinking 3 credits

SEM 700R

Doctoral Program Orientation Seminar 0 credits

LDR 711

Transformational Leadership and Innovation 3 credits

RES 711

Fundamental Principles of Sound Research 3 credits

FIN 711

Financial Measures of Value Added 3 credits

ORG 711

21st Century Issues in Organizational Behavior I 3 credits

MGT 711

Strategic Opportunities in an Internet-based Global Economy 3credits

MKT 711

Marketing and Managing the Customer Relationship 3credits

DOC 721R

Doctoral Seminar I 2 credits

RES 721

Research Methods II 3 credits

DOC 722

Doctoral Seminar II 3 credits

LDR 721

Ethical Leadership and the Legal Landscape 3 credits

BUS 721

Issues in Optimizing Operations 3 credits

MGT 721

Managing the Risks in a Global Environment 3 credits

ORG 721

21st Century Issues in Organizational Behavior II 3 credits

DOC 731R

Collaborative Case Study 3 credits

DOC 732R

Doctoral Seminar III 2 credits

LDR 731

Contemporary Issues in Leadership 3 Credits

BUS 731

Transforming the Business I 3 credits

BUS 732

Transforming the Business II 3 credits

DOC 733

Doctoral Dissertation 3 credits

DOC 734

Doctoral Project IV 3 credits

DOC 740R

Annual Residency Renewal (as required) 0 credits

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

DBA Admission Requirements

The requirements for admission to the DBA program are as follows:

1. Completion of a master's degree from a regionally accredited institution of higher learning (official transcripts are required) with a GPA of 3.0 or higher.
2. A minimum of three years supervisory experience.
3. Three professional references.
4. A score of at least 600 on the TOEFL exam for non-native speakers of English.
5. Membership in a research library.

DBA Degree Requirements

The following requirements must be satisfied to earn the DBA degree:

1. Completion of the 62-semester credit required course of study with a GPA of 3.0 or higher.
2. Successful completion of all residency sessions.
3. Satisfactory completion of the Doctoral Dissertation, including an oral defense of Research Study.
4. Payment of all tuition and fees.
5. Completion of the graduation packet.
6. Completion of all degree requirements within five years of the first class attended.

DBA Course Waiver Policy

Learners may waive a maximum of 6 credits from their required course of study through transfer. To waive a course in the DBA program, learners must have completed a previous course that meets the following criteria:

1. The course must have been completed and transcribed from a regionally accredited, or candidate for accreditation, college or university.
2. The course must have been completed within the past 10 years with a grade of "B" (3.0) or better.
3. The course must be comparable in content and credits to the University of Phoenix course it is replacing and must be a doctoral level course.

Dropping from the Program

Any learner dropping from the program must follow the proper re-entry procedures to re-enroll in the program. A learner who has completed all the course work and is dropping prior to finishing Doctoral Project IV (DOC/ 734) must show continuous involvement with the University of Phoenix and the program by enrolling in, paying for, and attending DOC/ 740R.

Doctor of Education in Educational Leadership

The following Doctor of Education in Educational Leadership program is offered at these University of Phoenix campus locations: Online.

The Doctor of Education in Educational Leadership (Ed.D.) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical and innovative thinking to improve the performance of educational institutions.

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

- Graduates of the Doctor of Education program will:
- Demonstrate their competence in creating new models to explain, predict, and improve performance of organizations in their doctoral discipline; ·
- Conduct research as a foundation for creative action; ·
- Exercise leadership to influence policy decisions; ·
- Manage and lead complex organizations through strategic decision-making.

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

The Ed.D program has a 62-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 10 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 19 days in residency during the three-year program. Eight days begin the first and third year residency sessions, and a three-day residency sessions begins year two. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Additionally, in the third year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the university's vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

To enhance the self-reflective nature of the Ed.D program, learners are required to capture the knowledge they acquire by maintaining a journal throughout their studies. This journal will be reviewed annually by faculty to ensure the domains, sub-domains, and competencies of the program are addressed.

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

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

Ed.D Required Course of Study

COM 705

Communication Strategies 1credit

PHL 700R

Critical and Creative Thinking 3 credits

SEM 700R

Doctoral Program Orientation Seminar 0 credits

LDR 711

Transformational Leadership and Innovation 3 credits

EDD 711

Social Contexts and Contemporary Issues 3 credits

RES 711

Fundamental Principles of Sound Research 3 credits

EDD 712

Leadership in Contemporary Organizations 3 credits

EDD 713

Lifelong Learning: Leadership in the Educational Continuum 3 credits

EDD 714

Comparative Models of Educational Environments 3 credits

DOC 721R

Doctoral Seminar I 2 credits

RES 722

Research Design 3 credits

EDD 721

Planning and Leading Change 3 credits

DOC 722R

Doctoral Seminar II 3 credits

EDD 722

The Legal Context of Education 3 credits

EDD 723

Ethics and Values in Learning Organizations 3 credits

EDD 724

Instructional Leadership 3 credits

DOC 731R

Collaborative Case Study 3 credits

DOC 732R

Doctoral Seminar III 2 credits

EDD 731

The Economics of Education 3 credits

EDD 732

Contemporary Policy Analysis and Development 3 credits

EDD 733

Evaluation and Assessment Methods 3 credits

DOC 733

Doctoral Dissertation I 3 credits

DOC 734

Doctoral Project IV 3 credits

DOC 740R

Annual Renewal Residency 0 credits

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

Ed.D Admission Requirements

The requirements for admission to the Ed.D program are as follows:

1. Completion of a master's degree from a regionally accredited institution of higher learning (official transcripts are required) with a GPA of 3.0 or higher.
2. A minimum of three years professional experience and full-time employment current or record of past employment in an educational-related or leadership position.

3. Three professional references.

4. A score of at least 600 on the TOEFL exam for non-native speakers of English.

5. Membership in a research library.

6. Signed current computer agreement.

Ed.D Degree Requirements

The following requirements must be satisfied to earn the Ed.D degree:

1. Completion of the 62-semester credit required course of study with a GPA of 3.0 or higher.

2. Successful completion of all residency sessions.

3. Satisfactory completion of the Doctoral Dissertation, including an oral defense.

4. Payment of all tuition and fees.

5. Completion of the graduation packet.

6. Completion of all degree requirements within 5 years of the first class.

DBA Course Waiver Policy

Learners may waive a maximum of 6 credits from their required course of study through transfer. To waive a course in the DBA program, learners must have completed a previous course that meets the following criteria:

1. The course must have been completed and transcribed from a regionally accredited, or candidate for accreditation, college or university.

2. The course must have been completed within the past 10 years with a grade of "B" (3.0) or better.

3. The course must be comparable in content and credits to the University of Phoenix course it is replacing and must be a doctoral level course.

Dropping from the Program

Any learner dropping from the program must follow the proper re-entry procedures to re-enroll in the program. A learner who has completed all the course work and is dropping prior to finishing Doctoral Project IV (DOC/ 734) must show continuous involvement with the University of Phoenix and the program by enrolling in, paying for, and attending DOC/ 740R.

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

The College of Information Systems and Technology Programs offers the Master of Science in Computer Information Systems (MSCIS) degree.

Master of Science in Computer Information Systems

The following Master of Science in Computer Information Systems (MSCIS) program is offered at these University of Phoenix campus locations: Atlanta, Chicagoland, Colorado, Florida, Hawaii, Kansas City, Idaho, Maryland, Metro Detroit, Milwaukee, Nevada, New Mexico, Northern California, Oklahoma City, Online, Phoenix, Sacramento Valley, San Diego, Southern Arizona, Southern Colorado, Tennessee, Tulsa, Utah, and West Michigan.

The Master of Science in Computer Information Systems (MSCIS) 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 course provide current theory and knowledge of essential information technology components, as well as interpersonal and intra-organizational communication. 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:

- Business Management
- Business Systems Analysis and Development
- Programming Management
- Databases
- Network and Telecommunications
- The Web

MSCIS Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog.

COM 515

Management Communication 1 credit

ORG 502 ◇

Human Relation & Organizational Behavior 3 credits

LAW 529 ◇

Legal Environment of Business 3 credits

ACC 529 ◇

Accounting for Managerial Decision Making 3 credits

CSS 561 ◇

Programming Concepts 3 credits

CMGT 555 ◇

Systems Analysis & Development 3 credits

CMGT 575

CIS Project Management 3 credits

CMGT 576 ◇

Programming Management 3 credits

CSS 558 ◇

Data Base Concepts I 3 credits

CSS 559 ◇

Data Base Concepts II 3 credits

TCM 537 ◇

Networks/DataCom I 3 credits

TCM 538 ◇

Networks/DataCom II 3 credits

CMGT 585

CIS Risk Management & Strategic Planning
3 credits

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

MSCIS Admission Requirements

The requirements for admission to the MSCIS program are as follows:

1. The completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally, accredited or candidate for accreditation college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative grade point average (GPA) of 2.5 as shown by the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience.
6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
7. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 for the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable, academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.
8. All University students must complete the Adult Learning Outcomes Assessment prior to enrolling in their required course of study.

MSCIS Degree Requirements

The following requirements must be satisfied to earn the MSCIS degree:

1. The completion of the 37 semester graduate credit curriculum with a minimum grade point average of "B" (3.0).
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) pre-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

MSCIS Course Waiver Policy

Students may waive a maximum of 9 credits (not to exceed three University courses) from their required course of study on the basis of transferable course work. Students in a California campus are limited to waiving 6 credits (2 courses). To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last five years with a grade of "B" or higher at a regionally, or approved nationally, accredited or candidate for accreditation college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the courses they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the application process.

COLLEGE OF NURSING AND HEALTH SCIENCES

The College of Nursing and Health Sciences is within the Atremic School and was established to respond to the educational needs of registered nurses. The College offers working nurses opportunities to participate in degree programs developed to broaden their professional horizons. These programs are designed specifically for nurses who desire a repertoire of skills and knowledge necessary to respond effectively to today's dynamic health care environment. They also equip nurses with essential skills necessary to assume a leadership role in resolving the challenges being faced by health care organizations and personnel. Each program has a blend of theory and practice which fosters a learning environment that allows nurses to build their knowledge base and to effectively and creatively apply what they have learned. Master of Science in Nursing (MSN), and Master Science Nursing/Family Nurse Practitioner (MSN/FNP) programs which can be taken at selected University of Phoenix campuses. In addition, the FNP programs can be taken as a post masters certificate program.

The MSN Programs are developed for nurses who want to ground their professional nursing decisions and actions with appropriate nursing theories, research principles, and practices. The MSN curriculum builds on baccalaureate education through the development of advanced practice roles of caregiver, teacher, and manager of care.

International Nursing Honor Society

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix College of Health Sciences and Nursing members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing.

Sigma Theta Tau International is a 79-year-old, quarter million-member honor society that is essentially the Phi Beta Kappa of nursing. Its mission is to improve the health of people worldwide by improving nursing scholarship. Members include practicing nurses, instructors, researchers, policy makers, entrepreneurs and others.

The undergraduate student must have at least 3.0 grade point average on a 4.0 scale, be in the upper 35 percent of his/her graduating class, have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectation of academic integrity. The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

More than 300,000 nurse scholars have been inducted into Sigma Theta Tau. With 115,000 active members, it is the second-largest and one of the most prestigious nursing organizations in the world. The society's members are active in more than 85 countries and territories, and the 423 chapter honor societies are located on more than 520 college and university campuses in Australia, Brazil, Canada, Hong Kong, the Netherlands, Pakistan, South Korea, Taiwan and the United States.

Omicron Delta has close to 2000 members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site <http://www.omicrondelta.net>.

Master of Science in Nursing

The following Master of Science in Nursing (MSN) program is offered at these University of Phoenix campus locations: Atlanta, Florida, Hawaii, Kansas City, Louisiana, Metro Detroit, New Mexico, Northern California, Oklahoma City, Online, Phoenix, Sacramento Valley, San Diego, Southern Arizona, Southern California, Tulsa, Utah, and West Michigan.

The MSN program is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN program consists of three major areas: the core, the major, and the cognate. The core incorporates the major foci of a Master of Science in Nursing degree: the theory of Nursing, ethical Nursing issues, and the influence of Nursing research on the advanced practice of Nursing. The major includes advanced course work in Nursing: management of families and aggregates, administration, and education. The cognate includes course work concerning today's health care environment: health care infrastructure, health care finance and data-based decision making.

Classes meet in formal session once each week for four hours. Additional time is required outside of class for homework, study group meetings, and project activities.

The MSN program is 39 credits. The course sequence will be completed in the order determined by the University. The University reserves the right to modify and/or resequence the curriculum as necessary. All course work must be completed satisfactorily or be repeated. All courses in which an "F" was earned must be repeated in the required course of study.

MSN Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

COM 516

Professional Communications 3 credits

NUR 513

Theoretical Foundations of Practice 3 credits

NUR 517

Research Methods 2 credits

NUR 541

Models of Health Behavior 3 credits

NUR 543

Advanced Nursing Management: Communities 3 credits

HCS 521

Health Care Infrastructure 3 credits

HCS 584

Quality and Data Based Management 3 credits

ITH 510

Impact of e-Health 3 credits

HCS 530

Health Care Organizations 3 credits

NUR 584

Dynamics of Nursing Administration 3 credits

HCS 570

Financial Management for Nursing Managers 3 credits

NUR 586.3◇

Curriculum Development and Program Design
3credits

NUR 598◇

Nursing Research Utilization Project 3 credits

NUR 590A◇

Nursing Practicum 1 credit

NUR 590B◇

Nursing Practicum 2 credits

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

Nursing Practicum/ Clinical Hours

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through placement at an approved agency. There is a minimum of 60 hours applied practicum required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course.

NUR 543 has the student apply course concepts through an application project. A minimum of 16 clinical hours has been established to allow students time to achieve the course objectives.

MSN Admission Requirements

The requirements for admission to the MSN program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree in a nursing program with an upper division major in nursing from a regionally accredited college or university or one which is a candidate for accreditation or a comparable degree from a recognized institution outside of the United States.

Nurses who hold baccalaureate degrees in non-nursing programs from a regionally accredited college or university must meet the BSN equivalency. The BSN equivalency is accomplished after successful completion of the University of Phoenix Bridge Program.

NUR 402

Theoretical Foundations of Professional Nursing 3 credits.

NUR 429

Issues and Strategies in Nursing Research Utilization

3 credits

NUR 464

Concepts of Family Nursing Theory 3 credits

Credits for graduate course may not be counted toward the degree unless the admission prerequisites have been fulfilled.

1. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
2. A cumulative grade point average (GPA) of 2.5 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
3. Verification of a minimum of three years full-time RN work experience or 2 years experience as an RN and 1 year health care experience within the last 10 years.
4. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments. In addition the MSN program contains a clinical component. Applicants are expected to meet minimal mental and physical qualifications to complete the clinical course requirements.
5. A valid, unrestricted and unencumbered RN license from the state in which the applicant is practicing, kept current throughout the duration of the required course of study.
6. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.

7. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally 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.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

8. Enrollment agreement.

MSN Waiver Policy

Students may transfer up to nine semester hours of graduate credit toward completion of any of the graduate major curriculum. Students at a California campus may transfer 6 credits. To meet the criteria for transfer into the program, the course transferred must:

- a. Be completed within the past ten years with a minimum grade of "B" (3.0) at a regionally, or approved nationally, accredited college or university or one which is a candidate for accreditation.
- b. Be comparable in content and credits to the University of Phoenix course;
- c. Be a graduate level course; and
- d. Be officially transcribed from the college or university where the credit was earned.

Because of the importance to the degree, the following courses, may not be waived:

NUR 598 Nursing Research Utilization Project and NUR/590AB Nursing Practicum

Students can petition to waive the admission RN-MSN Bridge courses. A maximum of two courses can be waived from the RN-MSN Bridge.

The previously identified waiver policy indicated above applies to these pre-requisite courses.

Master of Health Administration

The following Master of Health Administration (MHA) program is offered at these University of Phoenix campus locations: The Campus Locations have not been determined at the time of printing.

The Master of Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of the global health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students will also complete course work related to their area of concentration such as public health, long-term care, and health informatics. Graduates of the MHA program will have enhanced their management/administrative background and specialty area through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others.

The MHA program has a 40-credit requirement. All course work must be completed satisfactorily or be repeated. All course work must be satisfactorily completed prior to taking Health Care Strategy Management.

MHA Required Course of Study

Courses requiring prep requisites are identified by a ◇ symbol following the course number. Prerequisites to a course are identified in the "Course Descriptions" section of this catalog.

COM 515

Managerial Communications 1 credit

HCS 530 ◇

Health Care Organizations 3 credits

HCS 521 ◇

Health Care Infrastructure 3 credits

HCS 581.3 ◇

Change, Negotiation and Conflict Resolution 3 credits

HCS 582 ◇

Health Care Finance 3 credits

ITH 510 ◇

Impact of e-Health 3 credits

HCS 532 ◇

Leadership and Organizational Management 3 credits

HCS 535 ◇

Concepts of Population Health 3 credits

HCS 539 ◇

Marketing for Health Care 3 credits

HCS 544 ◇

Current Issues in Health Law and Ethics 3 credits

HCS 549 ◇

Evaluation Methodology 3 credits

HCS 584 ◇

Quality and Data Based Management 3 credits

HCS 552 ◇

Health Care Economics 3 credits

HCS 586 ◇

Health Care Strategic Management 3 credits

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

MHA Course Waiver Policy

Students may waive a maximum of 9 credits from their required course of study on the basis of transferable course work. Students attending campuses located in the state of California may waive a maximum of 6 graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally accredited or candidate for accreditation college of university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admissions, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken. The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process. HCS 586 **Health Care Strategic Management** may not be waived.

MHA Admission Requirements

The requirements for admission to the MHA program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally accredited or candidate for accreditation college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0 = A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post high school health care work experience to the degree program.
6. Current employment. Unemployment applicants must verify access to a suitable health care work environment in which to complete classroom assignments.
7. A signed Enrollment Agreement.
8. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL). The following may exempt a non-native speaker from having to take the TOEFL:
 - Successful completion of 30 transferable, academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.

MHA Degree Requirements

The following requirements must be satisfied to earn the MHA degree.

1. Completion of the 40 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Payment of all tuition and fees.
3. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

Admission/Progression

Students must meet the following graduate admission requirements:

1. Completed and signed graduate application.
2. An undergraduate degree from a regionally accredited or candidate for accreditation, college or university, or a comparable degree from a recognized institution outside the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative grade point average (GPA) of 2.5 (on a 4.0 = A scale) as shown on the undergraduate degree posted transcripts.
5. Verification of a minimum of 3 years full time work experience in health care within the last 10 years.
6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
7. Appropriate access to technology as established by the Student Technology.
8. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL). The following may exempt a non-native speaker from having to take the TOEFL:
 - Successful completion of 30 transferable, academic semester credits at regionally 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.
 - Equivalent to a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.

Master of Science in Nursing/Family Nurse Practitioner

The following Nurse Practitioner Master of Science in Nursing (MSN/FNP) programs are offered at these University of Phoenix campus locations: Hawaii, Phoenix, Sacramento Valley, and Southern California.

The MSN Nurse Practitioner program is designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN Nurse Practitioner programs courses require the student to complete 42 graduate credits.

Classes meet in formal sessions a minimum of eight hours per week to accommodate delivery of required didactic theory hours. Scheduling of these class sessions will be determined by each campus offering the program. Additional time is required outside of class for clinical hours, labs, homework and project activities. Upon satisfactory completion of the didactic hours students will complete a clinical preceptorship. This component requires the student to complete a minimum of 20 hours of preceptored clinical experiences over 23 weeks.

Students enrolling in this program should consider the significant time required. For guidance with program requirements students should contact the campus Nurse Practitioner Clinical Coordinator.

Graduate cognate courses must be completed prior to entering the nurse practitioner course sequence. The course sequence will be completed in the order determined by the University. The University reserves the right to modify the curriculum as necessary.

MSN/FNP Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

COM 516

Professional Communications 1 credit

NRP 501◇

Role of the Advanced Practice Nurse 2 credits

NUR 513◇

Theoretical Foundations of Practice 3 credits

NUR 517◇

Research Methods 3 credits

HCS 584◇

Quality and Data Based Management 3 credits

NRP 514◇

Advanced Physical Assessment 4 credits

HCS 505◇

Pathophysiology 3 credits

HCS 507◇

Pharmacotherapeutics 3 credits

NRP 524◇

Family I Pediatrics 5 credits

NRP 520◇

Family II - Adult and Geriatric Management 4 credits

NRP 522◇

Family IIB - Adult and Geriatric Management 4 credits

NRP 528◇

Family III - Women's Issues 4 credits

NRP 533

Preceptorship 3 credits

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

MSN Nurse Practitioner Admission Requirements

Students must provide the following documentation prior to starting the MSN/FNP program.

The requirements for admission to the MSN nurse practitioner program are as follow:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree in a nursing program with an upper division major in nursing from a regionally accredited or candidate for accreditation college or university or a comparable degree from a recognized institution outside of the United States.

Nurses who hold baccalaureate degrees in non-nursing programs from a regionally accredited college or university must meet the BSN equivalency. The BSN equivalency is accomplished after successful completion of the University of Phoenix Bridge Program which include:

NUR 402

Theoretical Foundations of Professional Nursing 3 credits

NUR 429

Issues and Strategies in Nursing Research Utilization 3 credits

NUR 464

Concepts of Family Nursing Theory 3 credits

3. Credits for graduate courses may not be counted toward the degree unless the admission prerequisites have been fulfilled.

4. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.

5. A cumulative grade point average (GPA) of 3.0 (on a 4.0=A scale) as shown on the undergraduate degree posted transcript.
6. Verification of a minimum of three years full-time RN work experience within the last 10 years.
7. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.
8. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
9. A valid, unrestricted, and unencumbered RN license from the state in which the applicant is practicing, kept current throughout the duration of the required course of study.
10. Two letters of recommendations from professionals who can evaluate the applicant's potential success in the program.
11. Current Basic Cardiac Life support certification.
12. A completed Preceptor Identification Form.
13. A signed Physical Assessment Release Form.
14. Current Documentation of Hepatitis Vaccination or signed University of Phoenix declination form; immunization for TD and MMR; and a negative TB skin test or University of Phoenix TB symptom survey questionnaire.
15. Non Academic disclosure form.
16. Advanced Practice Role Essay. Criteria are provided to guide applicants in completing this requirement.
17. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
 - Successful completed 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.
18. A signed Enrollment Agreement.

MSN/FNP Waiver Policy

Students may transfer up to nine semester hours of graduate credit toward completion of any of the graduate major curriculum. Students at a California campus may transfer 6 credits. To meet the criteria for transfer into the program, the course transferred must:

- a. Be completed within the past ten years with a minimum grade of "B" (3.0) at a regionally, or approved nationally, accredited or candidate for accreditation college or university;
- b. Be comparable in content and credits to the University of Phoenix course;
- c. Be a graduate level course; and
- d. Be officially transcribed from the college or university where the credit was earned.

In addition to the above, students have the option of waiving a maximum of 9 nurse practitioner credits, using assessed or transfer credits.

Course work completed at non-regionally accredited institutions will be evaluated through Assessment of Prior Learning and must meet the following criteria to be reviewed for assessed credit:

1. Be completed within the last 10 years with a minimum grade of "B".
2. Course work must be taken after completion of baccalaureate degree.
3. Be comparable in content and credits to the University of Phoenix.
4. Be officially transcribed from the institution where student completed the course work.

Because of the importance to the degree, the following courses, may not be waived:

NUR 598 Nursing Research Utilization Project and NRP 533.

Post Master's Family Nurse Practitioner

The following Nurse Practitioner Post Master's program are offered at these University of Phoenix campus locations: Hawaii, Phoenix, Sacramento Valley, and Southern California.

The Nurse Practitioner Post Master's Program is designed to develop and enhance the knowledge and skills of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting. This program allows a Masters of Nursing prepared nurse to complete a nurse practitioner program and apply for state licensure.

Each Nurse Practitioner Post Master's program curriculum consists of 35 credits.

The course sequence will be completed in the order determined by the University. The University reserves the right to modify the curriculum as necessary.

Students must provide the following documentation prior to starting either NP certificate program.

1. A completed and signed University of Phoenix graduate application and an application fee.
2. Official transcript verifying a nursing graduate degree.
3. A valid, unrestricted, and unencumbered RN license from the state in which the applicant is practicing, kept current throughout the duration of the required course of study.
4. Two letters of recommendations from professionals who can evaluate the applicant's potential success in the program.
5. Current Basic Cardiac Life support certification.
6. A completed Preceptor Identification Form.
7. A signed Physical Assessment Release Form.
8. A signed Academic Disclosure Agreement.
9. Current Documentation of Hepatitis Vaccination or signed University of Phoenix declination form; immunization for TD and MMR; and a negative TB skin test, chest x-ray, or University of Phoenix TB symptom survey questionnaire.
10. Advanced Practice Role Essay. Criteria are provided to guide applicants in completing this requirement.
11. Technology requirement. Appropriate access to technology as established by the Student Technology Recommendations and Competencies.
12. A signed Enrollment Agreement.

FNP Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

COM 516

Professional Communications 1 credit

NRP 501◇

Role of the Advanced Practice Nurse 2 credits

NRP 514◇

Advanced Health Assessment (48 hours supervised lab)
4 credits

HCS 505◇

Pathophysiology 3 credits

HCS 507◇

Pharmacotherapeutics 3 credits

NRP 524◇

Family I Pediatrics 5 credits

NRP 520◇

Family II - Adult and Geriatric Management 4 credits

NRP 522◇

Family IIB - Adult and Geriatric Management 4 credits

NRP 528◇

Family III - Women's Issues 4 credits

NRP 533◇

Preceptorship 3 credits

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

Nurse Practitioner Certificate Waiver Policy

Students may transfer up to 9 semester hours of graduate credit toward completion of any of the graduate major curriculum.

- a. Be completed within the past ten years with a minimum grade of "B" (3.0) at a regionally, or approved nationally, accredited or candidate for accreditation college or university;
- b. Be comparable in content and credits to the University of Phoenix course;
- c. Be a graduate level course; and
- d. Be officially transcribed from the college or university where the credit was earned.

In addition to the above, students have the option of waiving a maximum of 9 nurse practitioner credits using assessment credits.

Course work completed at non-regionally accredited institutions will be evaluated through Assessment of Prior Learning and must meet the following criteria to be reviewed for assessed credit:

1. Be completed within the last 10 years with a minimum grade of "B".
2. Course work must be taken after completion of baccalaureate degree.
3. Be comparable in content and credits to the University of Phoenix course.
4. Be officially transcribed from the institution where student completed the course work.

MSN Degree Requirements

The following requirements must be satisfied to earn the MSN degree:

1. Completion of the curriculum with a minimum grade point average of "B" (3.0).
2. Satisfactory completion of the Nursing Research Utilization courses and practicum.
3. Completion of all required clinical hours.
4. Payment of all tuition and fees.

MSN/FNP Degree Requirements

The following requirements must be satisfied to earn the MSN/ NP degree:

1. Completion of the curriculum with a minimum grade point average of "B" (3.0).
2. Satisfactory completion of the Nursing Research Utilization course.
3. Payment of all tuition and fees.
4. Completion of all required clinical documentation and clinical hours for either Nurse Practitioner program.

Post Master's Nurse Practitioner Degree Requirements

The following requirements must be satisfied to earn the FNP or post master's certificate.

1. Completion of the curriculum with a minimum grade point average of "B" (3.0).
2. Payment of all tuition and fees.
3. Completion of all required clinical documentation and clinical hours for Nurse Practitioner program.

Masters of Science in Nursing/Master of Business Administration Health Care Management

The following Master of Science in Nursing/Master of Business Administration Health Care Management (MSN/MBA/HCM) program is offered at these University of Phoenix campus locations: Florida, and Metro Detroit.

The MSN/MBA/HCM program is designed to provide nurses with a unique blend of advanced nursing and business management skills needed to manage today's innovative health care delivery systems. The program combines essentials from both degree programs to provide students with the knowledge and skills necessary to enhance and support patient services. The MBA/HCM program emphasizes the identification, analysis, and solution of complex management problems that require technical understanding and balanced decision making. Although a functional knowledge of accounting, finance, and management underlies the program, equal attention is given to the development of report writing, oral reporting, and group process skills.

Students develop additional expertise in the solution of persistent management problems through the completion of an applied management science project which relates the student's professional interests or responsibilities to the goal of improved managerial functioning. The applied management science project, therefore, serves not only to provide a vehicle for the application of theory to practice, but also serves to demonstrate that MBA/HCM candidate can perform in a variety of sophisticated management roles in a health care environment with the confidence and self-discipline expected of the MBA/HCM program graduate.

The MSN program is designed to develop and enhance the knowledge and skill of registered nurses. It is also designed for those nurses who want to pursue more advanced positions in today's challenging health care environment. The program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN program consists of three major areas: the core, the major, and the cognate. The core incorporates the major foci of a Master of Science in Nursing degree: the theory of Nursing, ethical Nursing issues, and the influence of Nursing research on the advanced practice of Nursing. The major includes advanced course work in Nursing: management of families and aggregates, administration, and education. The cognate is fulfilled through the MBA/HCM program content.

The MSN/MBA/HCM program is 61credits. All MBA/HCM course work must be completed prior to enrolling in the Applied Management Science Project Seminar. All course work and clinical requirements must be completed satisfactorily, or be repeated.

MSN/MBA/HCM Required Course of Study

Course requiring prerequisites are identified by a ◇ Symbol following the course number. Prerequisite to a course are identified in the "Course Descriptions: section of this catalog.

- COM 515
Managerial Communication 1 credit
- ORG 502
Human Relations and Organizational Behavior 3 credits
- LAW 529
Legal Environment of Business 3 credits
- MKT 551
Marketing Management 3 credits
- QNT 530
Statistics and Research Methods for Managerial Decisions 3 credits
- MGT 554
Operations Management 3 credits
- ECO 533
Economics for Managerial Decision Making 3 credits
- ACC 529
Accounting for Managerial Decision Making 3 credits
- FIN 544
Finance for Managerial Decision Making 3 credits
- CIS 564.4
Information Management in Business 3 credits
- EBUS 500.1
e-Business Principles and Practices 3 credits
- HCS 521
Health Care Infrastructure 3 credits
- HCS 530
Health Care Organizations 3 credits
- HCS 579
Health Care Finance 3 credits
- HCS 584
Quality and Database Management 3 credits
- HCS 586
Health Care Strategic Management 3 credits
- NUR 541
Models of Health Behavior 3 credits
- NUR 543
Advanced Nursing Management: Communities 3 credits
- NUR 586.3
Curriculum Development and Program Design 3 credits
- NUR 513
Theoretical Foundations of Practice 3 credits

NUR 590A

Nursing Practicum-A 2 credits

NUR 590B

Nursing Practicum-B 1 credit

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

Nursing Practicum/Clinical Hours

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through placement at an approved agency. There is a minimum 60 hours applied practicum required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course.

NUR 543 has the student apply course concepts through application projects. A minimum of 16 clinical hours per course has been established to allow students time to achieve the course objectives.

MSN/MBA/HCM Course Waiver Policy

Students may waive a maximum of 12 credits from their required course of study on the basis of transferable course work. Students attending campuses located in the state of California may waive a maximum of 6 graduate credits from their required course of study on the basis of transferable course work. To meet the criteria for transfer, the course to be transferred must:

1. Be completed within the last ten years with a grade of "B" or higher at a regionally accredited or candidate for accreditation college or university.
2. Be comparable in content and credits to the University of Phoenix course being waived, and be a graduate level course.
3. Be officially transcribed by the college or university where the credit was earned.

Students who wish to waive a course must make a formal written request to the Office of Admission, citing the course they wish waived, the course to be transferred, and the university where the course was completed. An official catalog course description and syllabus must accompany the request along with a copy of the catalog cover from which the course description was taken.

The official transcript from the institution where the course was completed must also be submitted unless it was previously submitted to the University during the admission process.

MSN/MBA/HCM Admission Requirements

Students must complete the admission requirements for both degree programs. The requirements for admission to the MBA/HCM program are as follows:

1. The complete and signed University of Phoenix graduate application and application fee.
2. An undergraduate degree from a regionally accredited or candidate for accreditation college or university, or a comparable degree from a recognized institution outside of United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A minimum cumulative grade point average (GPA) of 2.5 (on a 4.0= A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three years of significant full-time, post-high school work experience related to the degree program.
6. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
7. For non-native speakers of English, a score of 550 on the Test for English as a Foreign Language (TOEFL) or 750 on the Test of English for International Communication. The following may exempt a non-native speaker from having to take the TOEFL or TOEIC:
 - Successful completion of 30 transferable, academic semester credits at a regionally accredited college or university in the United States.
 - Successful completion of 30 transferable, academic semester credits a recognized college of University in a country in which English is the official language.
 - U.S. high school diploma or GED
 - Equivalent of an U.S. high school diploma from a country in which English is the official language.
 - Official documents are required.
 - Appropriate access to technology as established by the Student Technology Recommendations and Competencies.
8. A signed Enrollment Agreement.

MSN Admission Requirements

The requirements for admission to the MSN program are as follows:

1. The completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree in a nursing program with an upper division major in nursing from a regionally accredited or candidate for accreditation college or university or a comparable degree from a recognized institution outside of the United States.

Nurses who hold baccalaureate degrees in non-nursing programs from a regionally accredited college or university must meet the BSN equivalency. The BSN equivalency is accomplished after successful completion of the University of Phoenix Bridge Program.

NUR402

Theoretical Foundation of Professional Nursing

3credits

NUR429

Issues and Strategies in Nursing Research Utilization

3credits

NUR464

Concepts of Family Nursing Theory 3credits

Credits for graduate course may not be counted toward the degree unless the admission prerequisites have fulfilled.

3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative grade point average (GPA) of 2.5 (on a 4.0= A scale) as shown on the undergraduate degree posted transcript.
5. Verification of a minimum of three year's full-time RN work experience or 2 years RN experience and 1 year health care experience within the last 10 years.
6. Current employment. Unemployment applicants must verify access to a suitable work environment in which to complete classroom assignments. In addition the MSN program contains a clinical component. Applicants are expected to meet minimal RN mental and physical qualifications to complete the clinical course requirements.
7. A valid, unrestricted, and unencumbered RN license from the state in which the applicant is practicing, kept current throughout the duration of the required course of study.
8. Official documents are required.

MSN/MBA/HCM Degree Requirements

The following requirements must be satisfied to earn these dual degrees:

1. Completion of the 61 semester credit required course of study with a minimum grade point average of 3.0 ("B").
2. Satisfactory completion of the HCS 586 and Nursing Practicum.
3. Completion of all required clinical hours.
4. Payment of all tuition and fees.
5. Completion of the University's Comprehensive Cognitive Assessment (COCA) post-test as part of the University's Adult Learning Outcomes Assessment (ALOA).

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

College of Counseling and Human Services

The College of Counseling and Human Services is within the Artemis School and offers graduate counseling programs which meet the educational standards for certification and licensure by State Boards of Behavioral Health. The counseling curriculum prepares students to take the National Board for Certified Counselors Examination for national and state certification. Curriculum in Master of Counseling in Marriage and Family Therapy (MC/MFT), Master of Counseling in Mental Health Counseling (MC/MHC), Master of Counseling in Community Counseling (MC/CC) and Master of Counseling With a Specialization in Marriage Family, and Child Counseling (MC/MFCC) prepare students for licensure in most states. The Community Counseling Program in Phoenix, and Southern Arizona is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 5999 Stevenson Avenue, Alexandria, VA 22304, (703) 829800, the national accrediting body affiliated with the American Counseling Association (ACA).

In addition to designing, implementing, and maintaining curriculum for the MC degrees, the School develops internship placement agreements with community behavioral health organizations and maintains Counseling Skills Center (CSC) laboratory facilities. In the CSC, students practice counseling skills with intensive clinical supervisory support. At the internship sites, supervised interns practice their counseling skills with diverse populations.

Master of Counseling

Master of Counseling (MC) programs are currently offered at these University of Phoenix campus locations: Hawaii, New Mexico, Phoenix, San Diego, Sacramento Valley, Southern Arizona, Southern Colorado, and Utah.

MC programs are designed to meet the needs of the working adult professional who will benefit from a graduate education in counseling. Because counseling and jobs requiring the skills of counselors are expected to grow in both the public and private sectors throughout the 2000's, students from a variety of settings and backgrounds should find the interpersonal, communication, and therapeutic skills offered in this program useful in advancing their careers.

The curriculum, course work, and clinical experiences are designed to produce outcomes in knowledge, critical thinking, affective development, and counseling skills. These outcomes, based on accepted counselor education standards, are also based on competencies required of the working counseling professional. Attention is given to the development of oral presentation skills, group process skills, research utilization, and exposure to and practice of a wide range of counseling approaches.

The Community Counseling (MC/CC) Program has a 51-credit requirement for graduation. The MC/MFCC program, designed for California, carries a 54 credit graduation requirement. MC/MFCT and MC/MHC programs, where available, have a 60-credit requirement. Course work will be completed in the order determined by the University. The University reserves the right to revise course work as necessary. All courses in the major course of study must be satisfactorily completed to be eligible for graduation.

Program length is approximately two and one-half to three and one-half years. Classes meet on weekends, weeknights, or a combination of both. Additional time will be required for homework, student group meetings, project activities, and clinical work. The program involves a variety of formats depending on the subject matter and the competencies to be developed. These formats include lecture, discussion, demonstration, field trips, exercises, role-play, seminar, self-directed learning, and supervised clinical experiences.

Clinical Courses

Each program includes Clinical courses (CNSL 527, CNSL 537, CNSL 548, CNSL 553, CNSL 591, CMHC 538, CMHC 585, MFCC 535, MFCC 550, MFCC 565) and Internship courses (CNSL 599 A/B, MFCC 570A/B/C, and CMHC 599 A/B/C) which must be passed with a grade of "B" or better before a student will be allowed to continue the program. These courses provide the student with the opportunity to practice basic counseling skills, family therapy, theory based counseling strategies, group facilitation skills, and psychological assessment in supervised settings. Sessions are videotaped and critiqued by the facilitator, study group, and class.

Professional Counseling Assessment Portfolio Courses

The MC program includes three “portfolio” evaluations wherein the student’s progress in the areas of counseling skills, interpersonal skills, communication, and critical thinking are assessed. These evaluations must be successfully completed before proceeding in the program.

CNSL 511

Professional Counseling Assessment Portfolio I—This assessment is part of the admission process.

CNSL 530

Professional Counseling Assessment Portfolio II—Students must pass with a grade of “B” or better in order to progress in the program.

CNSL 599A/B

Internship—Students must pass with a grade of “B” or better in order to graduate.

Internship

The Community Counseling (MC/CC) and the Marriage Family and Child Counseling (MC/MFCC) Internship is 6 credits (two 3–credit courses), 600 hours, and requires the student to spend at least 240 hours in direct contact with clients. Each section of the internship must be passed with a grade of “B” or better before the student will be allowed to continue the program or to graduate. The MC/MFT, and MC/MHC specializations require 9–credit (three 3–credit courses) internships.

Students are given the opportunity to engage in activities that counselors in counseling agencies are expected to perform. The experience takes place at a University approved site, such as a community counseling agency, and is closely supervised by an approved and trained site supervisor as well as a faculty member. Weekly supervision is required throughout the duration of the internship.

The site supervisor is responsible for day–to–day training and evaluation of the student’s growth and progress. The student is expected to develop a professional relationship with his or her site supervisor and use the site supervisor as a primary resource person.

The faculty supervisor acts as a consultant to both the site supervisor and the student, and has responsibility for liaison, special training, and grading of the internship experience.

Prerequisites

All MC Students must fulfill the following program prerequisites:

CNSL 511

Professional Counseling Assessment Portfolio I 0 credits

Community Counseling Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the “Course Descriptions” section of this catalog. All general academic policies of the University of Phoenix are applicable.

CNSL 501

Introduction to Graduate Portfolio 0 credits

CNSL 511

Professional Counseling Assessment Portfolio I 0 credits

CNSL 505

Life Span Development 3 credits

CNSL 515

Professional Counseling Communication Skills 2 credits

CNSL 520

Counseling Models and Theories 3 credits

CNSL 527

Legal and Ethical Issues in Professional Counseling
3 credits

CNSL 534

Social and Multicultural Foundations 3 credits

CNSL 537

Introduction to Clinical Assessment 4 credits

CNSL 548

Individual Counseling 4 credits

CNSL 553

Group Counseling 4 credits

CNSL 530.4◇

Professional Counseling Assessment Portfolio II 1 credit

CNSL 540

Career and Life Planning 3 credits

CNSL 591O

Practicum/Internship Orientation 0 credits

CNSL 555

Counseling Psychometrics 2 credits

CNSL 570

Critical Analysis in Research 3 credits

CNSL 580

Management and Supervision in Professional Counseling
2 credits

CNSL 586

Seminar in Community Counseling 4 credits

CNSL 591

Counseling Practicum 4 credits

CNSL 599A◇

Internship/Portfolio III Part A 3 credits

CNSL 599B

Internship/Portfolio III Part B 3 credits

Master of Counseling with a Specialization in Marriage, Family, and Child Counseling

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

The following course of study for the MC/MFCC degree program is designed to meet the Article I Regulation requirements enumerated in sections 4980.37, 4980.40, and subdivisions (a) and (d) of section 4980.41 of the Business and Professions Code of California, Chapter 13.

- CNSL 501
Introduction to Graduate Portfolio 0 credits
- CNSL 511
Professional Counseling Assessment Portfolio I
0 credits
- MFCC 540.2
Family Development 3 credits
- CNSL 520
Counseling Models and Theories 3 credits
- CNSL 537
Introduction to Clinical Assessment 4 credits
- CNSL 548
Individual Counseling 4 credits
- CNSL 534
Social and Multicultural Foundations 3 credits
- MFCC 550.2
Legal and Ethical Issues in Marriage and Family Therapy
3 credits
- MFCC 555.2
Family Systems Theory 3 credits
- CNSL 530.4◇
Portfolio Counseling Assessment Portfolio II 1 credit
- CNSL 553
Group Counseling 4 credits
- CMHC 550.2
Human Sexuality 3 credits
- CMHC 560.2
Dependency and Addictions 3 credits
- MFCC 535
Child Therapy 3 credits
- CNSL 570
Critical Analysis in Research 3 credits
- MFCC 560.2
Family Interventions 3 credits
- CNSL 555.2
Counseling Psychometrics 2 credits

CMHC 545

Psychopharmacology 3 credits

MFCC 570A/C◇

Internship/Portfolio III Part A/C 6 credits

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

Master of Counseling in Marriage and Family Therapy Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

- CNSL 501
Introduction to Graduate Portfolio 0 credits
- CNSL 511
Professional Counseling Assessment Portfolio I 0 credits
- CNSL 505
Life Span Development 3 credits
- CNSL 520
Counseling Models and Theories 3 credits
- CNSL 537
Introduction to Clinical Assessment 4 credits
- CNSL 548
Individual Counseling 4 credits
- MFCC 550.2
Legal and Ethical Issues in Marriage and Family Therapy
3 credits
- CNSL 534
Social and Multicultural Foundations 3 credits
- CNSL 530.4
Professional Counseling Assessment Portfolio II 1 credit
- CMHC 565
Advanced Personality Theory 3 credits
- CMHC 560
Dependency and Addictions 3 credits
- CNSL 570
Critical Analysis in Research 3 credits
- CMHC 550.2◇
Human Sexuality 3 credit
- MFCC 535
Child Therapy 3 credits
- MFCC 540.2
Family Development 3 credits
- MFCC 545
Family Dynamics and Communications 3 credits
- MFCC 555.2
Family Systems Theory 3 credits
- MFCC 560.2
Family Interventions 3 credits

MFCC 565.2

Advanced Marriage and Family Therapy 3 credits

MFCC 570A/B/C

Internship/Portfolio III Part A/B/C 9 credits

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

Master of Counseling in Mental Health Counseling Course of Study

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. All general academic policies of the University of Phoenix are applicable.

CNSL 501

Introduction to Graduate Portfolio 0credits

CNSL 511

Professional Counseling Assessment Portfolio I
0credits

CNSL 505

Life Span Development 3 credits

CNSL 520

Counseling Models and Theories 3 credits

CNSL 534

Social and Multicultural Foundations 3 credits

CNSL 537

Introduction to Clinical Assessment 4 credits

CNSL 527

Legal and Ethical Issues in Professional Counseling
3credits

CNSL 548

Individual Counseling 4 credits

CNSL 553

Group Counseling 4 credits

CNSL 530.4

Professional Counseling Assessment Portfolio II 1 credit

CMHC 538

Advanced Clinical Assessment 2 credits

CNSL 570

Critical Analysis in Research 3 credits

CMHC 560

Dependency and Addictions 3 credits

CMHC 575

Mental Health Psychometrics 3 credits

CMHC 545

Psychopharmacology 3 credits

CNSL 5910

Practicum/Internship Orientation 0 credits

CNSL 540

Career and Life Planning 3 credits

CMHC 585

Counselor Supervision 1 credit

CMHC 570

Seminar in Mental Health Counseling 4 credits

CNSL 591

Counseling Practicum (100 hours) 4 credits

CMHC 599A/B/C

Internship/Portfolio III Part A/B/C 9 credits

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

MC Admission Requirements

The requirements for admission to the Master of Counseling program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally, or approved nationally, accredited or candidate for accreditation college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative GPA of (3.0) or better for prior graduate work.
5. At least 18 credit hours pertinent to one of the "helping professions," e.g., psychology, counseling, etc., with a minimum grade of "C" in each course.
6. Verification of a minimum of three years of full-time, post high school professional work experience.
7. Three recommendations from professionals evaluating the applicant's potential success as a counseling professional.
8. Verification of professional liability insurance at \$1 million per occurrence, \$3 million aggregate, kept current throughout course work.
9. Current employment in a professional position. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
10. Successful completion of Professional Counseling Assessment Portfolio I (CNSL 511). If the student is denied admission because of the portfolio grade, the student can reapply in six months. A student failing CNSL 511 a second time must wait one year before reapplying.
11. A signed copy of the Statement of Admission Requirements.

12. For non–native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL) or the Test of English for International Communication. The following may exempt a non–native speaker from having to take the TOEFL or TOEIC:

- Successful completion of 30 transferable, academic semester credits at a regionally 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.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Official documents are required.

13. All University students must complete the Adult Learning Outcomes Assessment prior to enrolling in their required course of study.

MC Degree Requirements

Students in the Master of Counseling program must fulfill the following requirements to graduate:

1. Completion of the 51 or 60 semester credit major curriculum with a minimum overall grade point average of “B” (3.0).
2. Completion of all Clinical courses (CNSL 527, CNSL 537, CNSL 548, CNSL 553, CNSL 591, CMHC 538, CMHC 585, MFCC 535, MFCC 550, MFCC 565) and Internship courses (CNSL 599A/B, MFCC 570 A/B/C, and CMHC 599 A/B/C) with a minimum grade of “B” (3.0).
3. The University may transfer up to nine semester hours of graduate credit toward completion of the major. Students attending campuses located in the state of California may only transfer six credits.
4. In order to have credits accepted for transfer, the student must:
 - a. Submit an official transcript of course work from a regionally accredited or candidate for accreditation institution.
 - b. Demonstrate that the course work is the same in content and credit to the University of Phoenix course; and is a graduate-level course.
 - c. Verify that the course was completed within the past five years with a grade of “B” (3.0) or better.
5. Payment of all tuition fees.

Because of the importance of the following courses, they may not be waived:

CNSL 527

Legal and Ethical Issues in Professional Counseling

CNSL 530

Professional Counseling Assessment Portfolio II

CNSL 537

Introduction to Clinical Assessment

CNSL 548

Individual Counseling

CNSL 553

Group Counseling

CNSL 591

Counseling Practicum

CNSL 599A/B

Internship /Portfolio III Part A

MFCC 535

Child Therapy

MFCC 550

Legal & Ethical Issues in Marriage and Family Therapy

MFCC 565

Advanced Marriage and Family Therapy

MFCC 570 A/B/C

Internship

CMHC 599A/B/C

Internship

PROFESSIONAL PROGRAMS

CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: education, human resource management, operations and supply chain management, project management, purchasing, and quality management performance excellence.

2+MCSE (A+, Network+, and MCSE 2000)

The following certificate program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Louisiana, New Mexico, Oregon, Oklahoma City, Phoenix, Sacramento Valley, San Diego, Southern Arizona, Southern California, Southern Colorado, Tulsa, and West Michigan.

The 2+MCSE program is designed to prepare the novice computer users for the more advanced Microsoft Certified Systems Engineer (MCSE) track. A+ and Network+ are great introduction courses that will assist the student in being more successful in the MCSE program.

The A+ track consists of one, 40-hour course. The course will be offered for credit and is intended to prepare students for the A+ exams from CompTIA. There are two exams for the A+ certification, a Core exam and a DOS/Windows exam. The exams are offered at VUE testing centers. Earning the A+ certification means that the student possesses the knowledge needed to configure and install the TCP/IP client. The A+ Module structures the course in (10) 4-hour workshops. It is intended that this course will be held twice a week for 5 weeks. Any campus may choose an alternate schedule.

The Network+ track consists of one, 40-hour course. The course will be offered for credit and is intended to prepare students for the Network+ exam from CompTIA. There is one exam for the Network+ certification. The objectives are in two distinct groups: Knowledge of Networking Technology and Knowledge of Networking Practices. The exams are offered at VUE and Sylvan Prometric testing centers. Earning the Network+ certification means that the student possesses the knowledge needed to configure and install the TCP/IP client. The Network+ Module structures the course in (10) 4-hour workshops. It is intended that this course will be held twice a week for 5 weeks. Any campus may choose an alternate schedule.

The Windows 2000 Microsoft Certified Systems Engineer (MCSE) certificate is intended for students who are interested in becoming MCSE certified. Becoming an MCSE qualifies IT professionals to plan, implement, maintain, and support network systems, using Microsoft Windows 2000 server. The Windows 2000 MCSE certificate track consists of seven (7) courses. All seven courses will be offered for credit, with a track total of 19 credits. The A+ or Network+ tracks and/or Exams are recommended prerequisites for the Windows 2000 MCSE track.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

CITC 100.1

A+ Computer Service Technician 3 credits

CITC 110.1

Network+ Networking Technology Essentials 3 credits

CIT M260

Microsoft Windows 2000 Professional 3 credits

CIT M262

Microsoft Windows 2000 Server 3 credits

CIT M264

Microsoft Windows 2000 Net Infrastructure Administration 3 credits

CIT M266

Microsoft Windows 2000 Active Directory® Services 3 credits

CIT M268

Designing a Microsoft Windows 2000 Directory Services Infrastructure 2 credits

CIT M270

Designing a Windows 2000 Network® Security 3 credits

CIT M272

Designing a Microsoft Windows 2000 Network® Infrastructure 3 credits

CIT M274

Exchange 2000 Server 3 credits

CIT M276

SQL Server 2000 Systems Administration 3 credits

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

A+

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The following certificate program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Louisiana, Nevada, New Mexico, Oklahoma, Phoenix, Southern Arizona, Southern California, and Utah.
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The A+ Program is an entry level program intended for students who are not currently in the IT field and for others who are in the IT field who are interested in gaining knowledge in basic PC hardware and operating systems. The A+ program provides an opportunity for students to determine if they are interested in the IT field prior to entering more advanced IT certificate program such as the MCSE program. The A+ program also allows students to gain prerequisite skills and knowledge so they are more likely to be successful in the IT Certificate program.

CITC 100.1

A+ Computer Service Technician 3 credits

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

Administration and Supervision Initial
Administrator License

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The following certificate program is offered at these University of Phoenix campus locations: Oregon.
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The concepts covered in Administration and Supervision include finance, school law, the role of the principal, community relations, and supervision of personnel.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

COM 516

Professional Communications 1 credit

EDA 564

The Role and Functions of the Principal 3 credits

EDA 525

Oregon's Plan For The 21st Century 1 credit

EDA 520

Leadership Assessment Seminar 1 credit

EDA 590A

Administrative Internship 1 credit

EDA 538

Education Finance and Budgeting 3 credits

EDA 545

School Law for Educators 3 credits

EDA 550

Human Resources Management in Education 3 credits

EDA 590B

Administrative Internship 1 credit

EDD 554

**Instructional Program Management and Evaluation
3 credits**

CUR 558

Foundations of Curriculums and Instruction 3 credits

EDA 532

**Human Relations and Organizational Behavior in
Education 3 credits**

EDA 590C

Administrative Internship 1 credit

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

Adult Education and Distance Learning
Certificate Program

The following certificate program is offered at these University of Phoenix locations: Michigan, Nevada, Online, Phoenix, Puerto Rico, Southern Arizona, and Utah.

The Adult Education and Distance Learning specialization is designed for individuals teaching in a post-secondary setting or business training environment. The program addresses the study of adult learning theories, instructional design, multiple distance education modalities, and assessment and evaluations.

Master's degree not required for admission.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

COM 516

Professional and Communications 1 credit

CUR 524

Instructional Design 3 credits

EDTC 526

Assessment and Evaluation in E-Education 3 credits

EDTC 550

Information Technology 3 credits

EDTC 555

Internet and Distance Education Delivery 3 credits

EDTC 560

Applications of Multimedia and Web Page Design
3 credits

EDTC 570

Courseware Authoring 3 credits

EDTC 575

E-Education in the Global Environment 3 credits

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

Arizona School Guidance Counseling
Certificate

The following certificate program is offered at these University of Phoenix campus locations: Phoenix.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

ECN 531

Professional Assessment, Part I 1 credit

ECN 518

Educational Counseling Theories 3 credits

ECN 540

Introduction to School Guidance Counseling 3 credits

ECN 545

Student Career Counseling 3 credits

ECN 520

Legal and Ethical Issues in Educational Counseling
3 credits

ECN 573

Social and Multicultural Issues in Educational Counseling
3 credits

ECN 555

Student Assessment and Evaluation in Educational Counseling 3 credits

ECN 560◇

Educational Counseling of the Individual 3 credits

ECN 565◇

Educational Counseling of Groups 3 credits

ECN 532◇

Professional Assessment, Part II 1 credit

ECN 596◇

Educational Counseling Practicum 3 credits

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

Arizona School Nurse Certificate

The following Certificate program is offered at these University of Phoenix campus locations: Phoenix, and Southern Arizona.

In accordance with the guidelines of the Arizona Board of Education and Arizona State Board of Nursing, the College of Health Care/and Nursing provides courses to complete the Arizona School Nurse certificate; three Arizona State Nurse Certificate courses and two elective courses are available.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

HCSX 500

School Nursing Practice 3 credits

HCSX 503

Nursing Care of the Developmentally-Disabled Child
3 credits

HCSX 506

Health Assessment of the School-Age Child 3 credits

HCSX 517

Nursing of High-Risk Populations, Groups, and Communities 3 credits

HCSX 519

Concepts of Health Care Management 3 credits

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

Certificate in Marriage and Family Therapy

The following Certificate in Marriage and Family Therapy program is offered at these University of Phoenix campus locations: The Campus Locations have not been determined at the time of printing.

The Certificate in Marriage and Family Therapy is designed to provide education and training in the practice of Marriage and Family Therapy for professionals wishing to increase their knowledge, skills, and marketability. Designed specifically for each state, the courses included in the Certificate are intended to meet the requirements for licensure as a Marriage and Family Therapist. Depending on graduate degree course work, additional courses may be required by the licensing body. Certificate courses include preparation in systems theory, family development and dynamics, sexuality, and therapeutic interventions.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

MFCC 540.2

Family Development 3 credits

MFCC 555.2

Family Systems Theory 3 credits

MFCC 545

Family Dynamics and Communications 3 credits

CMHC 550

Human Sexuality 3 credits

MFCC 560.2

Family Interventions 3 credits

MFCC 565.2

Advanced Marriage and Family Therapy 3 credits

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

Cisco Certified Network Associate

The following certificate program is offered at these University of Phoenix campus locations: New Mexico, Nevada, Southern Arizona, and Southern Colorado.

The University of Phoenix CCNA (Cisco Certified Network Associate) program will provide students with a basic foundation and apprentice knowledge in networking by teaching them how to design, install, and maintain computer networks using Cisco switch and router technology for small networks (100 nodes or fewer). The University of Phoenix Cisco Certified Network Associate program is designed to prepare students to take and pass the CCNA 640-507 exam so that they may garner the highly recognized CCNA designation from Cisco. The Cisco Certified Network Associate designation is the first of three levels of certification that represent increasing levels of expertise in networking with Cisco technologies.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

CITS 120

Cisco Networking Fundamentals 3 credits

CITS 122

Cisco Network Router Technologies 3 credits

CITS 124

Advanced Cisco Routing and Switching 3 credits

CITS 126

Cisco Wide Area Networking 2 credits

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

Clinical Trial Management Certificate

The following Certificate program is offered at these University of Phoenix campus locations: The Campus Locations have not been determined at the time of printing.

In response to the changes in the pharmaceutical industry and the need for educated professionals in the field of clinical research, the University of Phoenix is offering a baccalaureate level Clinical Trial Management Certificate. A clinical trial is the process by which a drug or medical device is tested for safety and effectiveness in human subjects prior to public release. The trial requires careful planning and testing to ensure safety and accurate results.

This 12-credit certificate program is designed to prepare nurses and other health care professionals with the skills necessary to manage a clinical research trial. Role and responsibility of the trial team will be examined. Components of a trial such as design, protocol, funding resources, regulatory requirements and data management and research methodology is examined and applied in a case study scenario.

Courses will be completed in 5 weeks, no learning teams are required, but group learning may be of benefit for completing class assignments. Curriculum has been developed around the most up to date Web sites resources and clinical trials research. Students will need to be able to access the Internet and the University of Phoenix library.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

CTM 450

Fundamentals of Clinical Trials 3 credits

CTM 455

Regulatory and Ethical Issues in Clinical Trials 3 credits

CTM 460

Data Management in Clinical Trials 3 credits

CTM 465

Analyzing Research Proposals and Reports 3 credits

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

Colorado Principal License

The following certificate program is offered at these University of Phoenix campus locations: Colorado and Southern Colorado.

The concepts covered in Administration and Supervision include finance, school law, the role of the principal, community relations, and supervision of personnel.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

COM 516

Professional Communications 1 credit

EDD 520

Critical Issues in Education 3 credits

CUR 558

Foundations of Curriculum and Instruction 3 credits

EDA 590A

Administrative Internship 1 credit

EDA 538

Education Finance and Budgeting 3 credits

EDA 545

School Law for Educators 3 credits

EDA 590B

Administrative Internship 1 credit

EDA 550

Human Resources Management in Education 3 credits

EDA 554

Instructional Program Management and Evaluation

3credits

EDA 564

The Role and Functions of the Principal 3 credits

EDA 590C

Administrative Internship 1 credit

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

e-Health Certificate

The following certificate program is offered at these University of Phoenix campus locations:

This program is designed to examine issues related to health care and technology. Telecommunication technology is changing the delivery of health care in unprecedented and irreversible ways. Telehealth and e-health are complex phenomena that span technological, organizational, regulatory, and clinical issues. This certificate program will explore the impact of technology on the delivery of health care by examining legal and ethical issues, data management, confidentiality, and systems management. E-health applications will be analyzed throughout the program.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

ITH 510

The Impact of e-Health 3 credits

ITH 511

Information Technology in e-Health 3 credits

ITH 512

Data Management in e-Health 3 credits

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

Graduate Certificate in e-Business

The following Graduate Certificate in e-Business program is offered at these University of Phoenix campus locations: The Campus Locations have not been determined at the time of printing.

The rise of electronic business is changing the way traditional firms operate and structure their organizations. The dynamics of e-Business have also required companies to compete in innovative ways, as well as opened the doors of opportunity for creating global businesses. To accommodate the emerging e-Business marketplace, the University of Phoenix offers a comprehensive e-Business Certificate Program to equip managers with the necessary skills to conduct business in an e-business environment. Topics include managerial communication; electronic transactions; strategic management; legal, ethical, and regulatory issues; operations; e-marketing; risk management; and global solutions, as they relate to e-business.

Students who complete the e-Business Certificate Program will acquire the skills and knowledge used by management analysts and consultants responsible for the development of strategies for organizations entering and remaining competitive in the electronic marketplace. Management analysts, often referred to as *management consultants* in private industry, analyze and propose ways to improve an organization's structure, efficiency, or profits. These e-Business courses teach the techniques consultants can use to improve organizational structure, efficiency, and profits by harnessing the power of the Internet, e.g., to order and track supplies and inventory; to sell direct to customers without distribution chains; to interact with potential customers through online catalogs and 24x7 live responses to product questions.

The same skill and knowledge can also be used by general and operations managers responsible for planning, directing, or coordinating e-business applications for new or existing businesses. Whether formulating policies, managing daily operations, or planning the use of materials and human resources, these e-business courses will provide the tools for success in the electronic marketplace. The courses cover the important distinctions, for example, between operations, strategy, and marketing decisions in the electronic or "click" marketplace versus the traditional or "brick" marketplace. Students also consider the ramifications of having an organization that includes both "brick" and "click" sales opportunities.

Students who successfully complete these courses will be awarded graduate-level credit for each course and a professional certificate upon completion of all courses in the certificate program.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

COM 515

Managerial Communication 1 credit

EBUS 500.1◇

e-Business Principles and Practices 3 credits

EBUS 510◇

e-Business Operations 3 credits

EBUS 520◇

e-Marketing Theory and Application 3 credits

EBUS 530◇

e-Law and Risk Management 3 credits

EBUS 540◇

e-Strategy Formulation and Implementation 3 credits

EBUS 550◇

Creating the e-Business 3 credits

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

Graduate Certificate in Global Management

The following Graduate Certificate in Global Management program is offered at these University of Phoenix campus locations: The Campus Locations have not been determined at the time of printing.

The Global Management Certificate Program has been developed to provide an internationally focused body of knowledge and skills to working adult professionals from around the world. The rise of global business is changing the way traditional firms operate and structure their organizations. The dynamics of globalization also require organizations to compete in innovative ways. To anticipate the needs of the emerging global marketplace, the University of Phoenix offers a comprehensive Global Management Certificate Program to equip managers and consultants with the necessary skills to conduct business in the global environment.

The Global Management Certificate Program emphasizes the appropriate international perspective needed to succeed in the global business environment. Students will gain a broad-based understanding of the economics of international business operations considering the variables of financial markets and regulatory requirements in different parts of the world. Students will also learn to manage human and material resources effectively and efficiently within diverse cultural, legal, and political contexts. Topics include: managerial communication; global business organization and culture; external environments of global business; internal environment of global business; global strategy formulation and implementation; and, global management capstone course.

Students who complete the Global Management Certificate Program will acquire the skills and knowledge used by management analysts and consultants responsible for the development of strategies for organizations entering and remaining competitive in the global marketplace. Management analysts, often referred to as *management consultants* in private industry, analyze and propose ways to improve an organization's structure, efficiency, or profits. These global structure, efficiency, and profits in the global marketplace, e.g., country risk assessment, basis for trade and capital flows, exchange rate determination, and conflict resolution of global trade disputes.

General and operations managers responsible for planning, directing, or coordinating global business strategies for new or existing businesses can also use the same skills and knowledge. Whether formulating policies, managing daily operations, or planning the use of materials and human resources, these global management courses will provide the tools for success in the global marketplace. The courses cover the important distinctions, for example, between operations, strategy, and marketing decisions in the global marketplace versus the domestic marketplace. In addition, students will evaluate organizational forms of entry and exit for different countries, as well as unique legal issues, human resources considerations, and risk management strategies.

Students who successfully complete these course will be awarded graduate-level credit for each course and a professional certificate upon completion of all courses in the certificate program.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

COM 515

Managerial Communication 1 credit

GMGT 510◇

Global Business Organization and Culture 3 credits

GMGT 520◇

External Environment of Global Business 3 credits

GMGT 530◇

Internal Environment of Global Business 3 credits

GMGT 540◇

Global Strategy Formulation and Implementation 3 credits

GMGT 550◇

Global Management Capstone Course 3 credits

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

Graduate Certificate in Technology Management

The following Graduate Certificate in Technology Management program is offered at these University of Phoenix campus locations: The Campus Locations have not been determined at the time of printing.

The importance of management in a technical environment is a core concept of the Graduate Certificate in Technology Management. "Technical" is defined to be much broader than computer information systems and technology. It includes engineering, pharmaceutical, chemical, and other technical enterprises. The program is dedicated to the linkage of technical and business cultures as integrated functions of the technology-based organization and to the creation and maintenance of an innovative environment for management of change throughout the creation-to-application spectrum of technology development. Program topics include: managerial communication; information management in business; strategy formulation and implementation; project management in the technological environment; management of research and development and innovation processes; technology transfer in the global economy; and, applications of technology management.

In order to bridge the gap between technology and business domains, the program has a strong cross-functional focus. There are five recurrent themes framed by the overarching objective of integrating the technological and business cultures:

1. Integrating technology into the organization's business plan.
2. Promoting cross-disciplinary team building.
3. Managing technology-driven change.
4. Providing a hospitable environment for innovation.
5. Developing integrated systems.

Students who complete the Technology Management Certificate Program will acquire the skills and knowledge used by management analysts and consultants responsible for the generation, implementation, or impact of technological change. This program will immerse them in a variety of educational and experiential activities that challenge them to view technology management as an integrated system of technical, business, and social inputs, and to examine opportunities within their professional environment to assume the role of systems integrator. Management analysts, often referred to as *management consultants* in private industry, analyze and propose ways to improve an organization's structure, efficiency, or profits. These technology management courses teach the techniques consultants can use to improve organizational structure, efficiency, and profits by making technology a positive force in any organization.

Students who successfully complete these courses will be awarded graduate-level credit for each course and a professional certificate upon completion of all courses in the certificate program.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

COM 515

Managerial Communication 1 credit

CIS 564.4◇

Information Management in Business 3 credits

TMGT 578◇

Strategy Formulation and Implementation 3 credits

TMGT 510◇

Project Management in the Technological Environment
3credits

TMGT 540◇

Management of R&D and Innovation Processes 3 credits

TMGT 550◇

Technology Transfer in the Global Economy 3 credits

TMGT 590◇

Applications of Technology Management 3 credits

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

Human Resource Management

The following certificate program is offered at these University of Phoenix campus locations: Colorado, Hawaii, New Mexico, Phoenix, Southern Arizona, and Southern California.

The Certificate Program in Human Resource Management addresses issues that the human resource employee faces daily, from legal matters to staff recruitment and development. This program series is designed for those who have functional responsibility to carry out the duties of an organization's human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; or specialists wanting to broaden their knowledge.

Major topic areas that are covered include the role of human resources; employment practices; employment law; compensation; benefits, safety, and health; and employee development. Students acquire knowledge and skills that are essential in order to face the challenges of the human resource profession.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

HRM 422

Employment Practices 3 credits

HRM 434

Employment Law 3 credits

HRM 424◇

Compensation 3 credits

HRM 425◇

Benefits, Safety, and Health 3 credits

HRM 426◇

Employee Development 3 credits

HRM 427◇

Critical Issues in Human Resource Management
3credits

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

Master Certified Internet Webmaster - Administrator

The following certificate program is offered at these University of Phoenix campus locations: Nevada, Oregon, Southern Colorado, Tulsa, and Tucson.

The Master Certified Internet Webmaster Administrator (MCIWA) certificate is designed to prepare the students for the CIW certification examinations. The courses are designed to provide knowledge in corporate e-business solutions infrastructure including Web, FTP, news and mail servers for mid-size to large businesses, managing corporate Internet and intranet infrastructure; design, manage and troubleshoot enterprise TCP/IP networks. The design of the courses will assist in preparing students to become a working professional in a complex network-computing environment for medium to large organizations.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

CITP 100

Internet and Web Page Authoring Fundamentals 1 credit

CITP 101

Networking Fundamentals 1 credit

CITP 104

Internet Systems Management 1 credit

CITP 106

Advanced Internet Systems Management 1 credit

CITP 108

TCP/IP Internetworking 1 credit

CITP 110

Advance TCP/IP 1 credit

CITP 112

Networking Security & Firewalls 1 credit

CITP 114

Operating Systems Security & Auditing 1 credit

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

Master Certified Internet Webmaster - Designer

The following certificate program is offered at these University of Phoenix campus locations: Colorado, Nevada, Oregon, San Diego, Southern Colorado, Tucson, and Tulsa.

The Master Certified Internet Webmaster Designer (MCIWD) certificate is designed to prepare the students for the CIW® certification examinations. The Master CIW® Designer program is built upon the Site Designer and E-Commerce Designer Series. This program prepares students to apply human-factors to the design, implementation, and maintenance of hypertext-based publishing sites using authoring and scripting languages, content creation and management tools, and digital media tools. Additionally, students will focus on the standards, technologies and practices in both business-to-business and business-to-consumer e-commerce environments.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

CITP 100

Internet and Web Page Authoring Fundamentals 1 credit

CITP 101

CIW® Networking Fundamentals 1 credit

CITP 120

Design Methodology 2 credits

CITP 122

e-Commerce Strategies and Practices 2 credits

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

Network+

The following certificate program is offered at these University of Phoenix locations: Phoenix, Colorado, New Mexico, Online, and Southern Arizona.

The Network+ Program is designed to prepare students to become a Network+ certified technician. For the beginning non-technical student, this course provides an entry point to prepare students to begin the Microsoft Certified System Engineer (MCSE) certification program. Earning the Network+ certification means that the student possesses the knowledge needed to configure and install the TCP/IP client. This course will also serve students interested in learning broad based vendor independent networking concepts utilized by NT, NetWare and UNIX networks.

CITC 110.1

Network+: Networking Technology Essentials 3 credits

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

Operations & Supply Chain Management Professional Certificate Program Summary

The following certificate program is offered at these University of Phoenix campus locations: Phoenix

Operations & Supply Chain Management is a six course, application based, undergraduate level professional certificate program. Students enrolled into this program will address cutting edge issues and solutions faced by today's service and manufacturing industry professionals. Practitioner faculty will lead students through Strategic Supply Chain Management, Operations Management, Lean Enterprise, Global Sourcing & Procurement, Integrated Logistics Management, & e-Commerce in Supply chain Management. Student will address both domestic and global issues in supplier and customer relations, such as the need to collaborate on planning, forecasting, and replenishment of raw materials and finished goods. Course topics include, but are not limited to: sales and operations planning, lean manufacturing techniques, global procurement, inventory management, distribution management, logistics and reverse logistics (both domestic and global), electronic commerce, information technologies including the Internet and information management systems, supply chain management strategies and supply chain performance measurements. Students who successfully complete each of these courses will be awarded three transcribed upper division credits per course and a professional certificate upon completion of the six courses.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

OSC 300

Strategic Supply Chain Management 3 credits

OSC 301◇

Operations Management 3 credits

OSC 302◇

Lean Enterprise 3 credits

OSC 303◇

Global Sourcing & Procurement 3 credits

OSC 304◇

Integrated Logistics Management 3 credits

OSC 305◇

The Role of e-Business in Supply Chain Management
3credits

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

Project Management

The following certificate program is offered at these University of Phoenix campus locations: Colorado, Detroit, Florida, New Mexico, Phoenix, Sacramento Valley, San Diego, Southern Colorado, Tucson, and Utah.

The Professional Certificate in Project Management focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

CPMGT 300

Project Management 3 credits

CPMGT 301

Strategic Portfolio and Project Management 3 credits

CPMGT 302

Procurement and Risk Management 3 credits

CPMGT 303

Project Estimating and Control Techniques 3 credits

CPMGT 304

Leading Projects in Organizations 3 credits

CPMGT 305

Project Management Capstone 3 credits

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

Purchasing Certificate Program

The following certificate program is offered at these University of Phoenix campus locations: Phoenix and Southern Arizona.

The Purchasing Certificate Program focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Courses address the importance of effective purchasing practices to the contemporary organization, the analysis of past and current trends in purchasing, the benefits of incorporating technology into the procurement process, and supply chain management strategies that best fit the needs of an organization.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

PMT 300

Procurement Fundamentals 3 credits

PMT 302

Supply Chain Management 3 credits

PMT 304

Procurement Process Management 3 credits

PMT 306

Materials Management 3 credits

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

Windows 2000 Microsoft Certified Systems Administrator

The following certificate program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Louisiana, New Mexico, Oklahoma, Phoenix, Southern Arizona, Southern California, and Utah.

The new Microsoft Certified System Administrator (MCSA) will teach students to work in medium to very large computing environments that use Microsoft Windows 2000 network and directory services. Skills will be taught to manage and troubleshoot system. A mix of real world experience and theory will be used to help students prepare for the working environments running on the Windows 2000 operating system. A mix of real world experience and theory will be used to help students prepare for the working environment. This course of study is for professionals who implements, manage, and troubleshoot existing network and system environments based on the Microsoft Windows® 2000.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

CITC 100.1

A+ Computer Service Technician 3 credits

CITC 110.1

Network+Networking Technology Essentials 3 credits

CITM 260

Microsoft Windows 2000 Professional 3 credits

CITM 262

Microsoft Window 2000 Server 3 credits

CITM 280

Managing a Microsoft Windows 2000 Network 3 credits

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

Windows 2000 Microsoft Certified Systems Engineer

The following certificate program is offered at these University of Phoenix campus locations: Colorado, Florida, Hawaii, Louisiana, New Mexico, Oklahoma, Phoenix, Southern Arizona, Southern California, and Utah.

The Windows 2000 Microsoft Certified System Engineer Program is designed to prepare the students for the MCSE certification examinations. The courses in this program are designed to provide knowledge in the analysis of business requirements for a system architecture, design solutions, deploy, install, and configure network components, and troubleshoot system problems. The design of the program prepares students to be a working professional in a complex network-computing environment of medium to large organizations.

Course work requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to the courses are identified in the Course Description section of this catalog.

CIT M260

Microsoft Windows 2000 Professional 2 credits

CIT M262

Microsoft Windows 2000 Server 3 credits

CIT M264

Microsoft Windows 2000 Network Infrastructure Administration 3 credits

CIT M266

Microsoft Window 2000 Active Directory Services 3 credits

CIT M268

Designing a Microsoft Window 2000 Directory Services Infrastructure 2 credits

CIT M270

Designing a Microsoft Window 2000 Networking Security 3 credits

CIT M272

Designing a Microsoft Windows 2000 Network Infrastructure 3 credits

CIT M274

Exchange 3 credits

CIT M276

SQL Server 2000 Systems Administration 3 credits

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

Certificate Awards

Upon completion of all courses in a certificate program, submission of the Request for Certification form, and certificate processing fee, a certificate and a certificate posted transcript will be processed.

Accreditation and Affiliations

- The following agencies have supported the development of the certificate program that relates to their specific field:
- The Society for Human Resource Management (SHRM)
- Institute for Supply Management (ISM)
- Project Management Institute (PMI)

Admission Requirements

The requirement for admission to the certificate programs is high school graduation/GED, a minimum of 23 years of age, and current employment. Minimum TOEFL or TOEIC score, completed application and application fee, completed Enrollment agreement or disclosure agreement.

1. Completed Application for admission/ application fee.
2. Signed Enrollment agreement or Disclosure agreement.
3. High School diploma or GED.
4. At least 23 years of age.
5. Current employment.
6. TOEFL minimum score of 550 for written (213 for CBT) or TOEIC minimum score of 750.

Admission to certificate programs in the College of Education vary by program. Please refer to specific program for admissions requirements.

Admission to the Graduate Certificate in e-Business, Technology Management, and Global Management require a minimum GPA of 2.5 on their undergraduate or graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university.

The requirements for admission to Education Certificate Programs are:

1. Completed Application for admission/ application fee.
2. Signed Enrollment agreement or Disclosure agreement.
3. An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university. Admission to the Arizona School Guidance Counselor requires a masters degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
4. Current employment.
5. A minimum equivalent of three (3) years full-time, post-high school work experience including 18 months of instructional experience in a P-12 setting. Students in the ADM/IAL program must provide verification of a minimum of three years of significant full-time, post-high school work experience of which 18 months must be licensed teaching or personnel service experience in a P-12 setting. Experience must be in public schools or regionally accredited private schools. Students must have a minimum of three years successful teaching experience in a P-12 setting before completion of the MAEd/ADM program in order to meet state licensure requirements. Colorado students in MAEd/ADM and Type D programs must be certified teachers in order to obtain their administrative certification and will need to provide verification at the end of their program prior to institutional recommendation.
6. TOEFL minimum score of 550 for written (213 for CBT) or TOEIC minimum score of 750.

COLLEGE OF EDUCATION (Online)

The College of Education is within the School of Education, Health and Human Services and offers graduate level degree and non-degree courses for educators. The Master of Arts in Education is the graduate degree program offered through the College of Education. Graduate non-degree programming includes several state specific certificates/endorsements. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

The College of Education works closely with other departments responsible for providing and administering academic programming at the University and with each campus to ensure the quality delivery of all courses and programs.

Master of Arts in Education

Please refer to MAEd specializations for campus locations offering each program

The Master of Arts in Education degree program is designed to meet the specific needs of educators through specialization in several areas – Administration and Supervision, Educational Counseling, Adult Education and Distance Learning, Curriculum and Instruction, Curriculum and Technology, Special Education, and Teacher Education. Each area of specialization offers courses developed to enhance and refine the skills of the individual whether an administrator, educational counselor, or classroom teacher.

The concepts covered in Administration and Supervision include finance, school law, the role of the principal, community relations, and supervision of personnel. Educational Counseling covers counseling theories and their application with groups and individuals, assessment and evaluation, legal and ethical issues in counseling, critical issues facing counselors, career planning, and supervised clinical experiences.

The Curriculum and Instruction specialization covers curriculum planning, exploration and implementation of effective instructional strategies, critical thinking skills development, and assessment of student learning.

The Curriculum and Technology specialization provides educators with informative tools allowing the successful integration of technology into educational systems and curricula to enhance student learning.

The Adult Education and Distance Learning specialization is designed for individuals teaching in a post-secondary setting or business training environment. The program addresses the study of adult learning theories, instructional design, multiple distance education modalities, and assessment and evaluations.

The Special Education specialization covers characteristics and placement of various disabilities, methods and curriculum adaptation, assessment, and collaboration with parents and community agencies.

The Teacher Education specialization focuses on P-12 student learning by improving the educator responsible for that learning. Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective educators. The program leads to initial teacher licensure and a Master of Arts in Education degree.

The Master of Arts in Education degree program involves a variety of learning formats, depending upon the subject matter and competencies to be developed. These formats include lecture, group work, and self-directed learning. Additional time is required outside of the formal class sessions for homework, learning team meetings, and project activities.

All of the specializations have a research component, and most culminate with an Action Research Project. All project work integrates the theoretical aspects of education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student's area of professional responsibilities and interest.

The core curriculum in each area is completed in the order recommended by the University. The University reserves the right to modify the curriculum as necessary. All general academic policies of the University are applicable.

Master of Arts in Education with a
Specialization in Administration and
Supervision

The following Master of Arts in Education (MAEd) program with a Specialization in Administration and Supervision is offered at these University of Phoenix campus locations: Colorado, Michigan, Nevada, New Mexico, Online, Phoenix, Puerto Rico, and Southern Colorado.

Courses requiring prerequisites are identified by a ✧ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. In most instances, students must complete Foundation courses prior to the Specialization.

Foundation:

COM 516 (*entry point*)

Professional Communications 1 credit

EDD 570

Introduction to Educational Research 2 credits

EDD 520

Critical Issues in Education 3 credits

Specialization:

EDD 574 ✧

Action Research Outline 1 credit

QNT 575

Measurement Evaluation & Ethics in Research
2 credits

EDA 564

The Role and Functions of the Principal 3 credits

EDA 590A

Administrative Internship 1 credit

EDA 538

Education Finance and Budgeting 3 credits

EDD 575 ✧

Action Research Proposal 1 credit

EDA 545

School Law for Educators 3 credits

EDA 550

Human Resources Management in Education
3 credits

EDA 554

Instructional Program Management and Evaluation
3 credits

EDA 590B ✧

Administrative Internship 1 credit

EDD 573

Applications of Research 2 credits

CUR 558

Foundations of Curriculum and Instruction 3 credits

EDA 532

**Human Relations and Organizational Behavior in
Education** 3 credits

EDA 590C ✧

Administrative Internship 1 credit

EDD 576 ✧

Action Research Presentation 1 credit

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

Master of Arts in Education with a
Specialization in Curriculum and
Instruction

The following Master of Arts in Education (MAEd) program with a Specialization in Curriculum and Instruction is offered at these University of Phoenix campus locations: Colorado, Florida, Michigan, Nevada, Northern California, Online, Phoenix, Sacramento, San Diego, Southern Arizona, Southern California, Southern Colorado, and Utah.

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. In most instances, students must complete Foundation courses prior to the Specialization.

Foundation:

COM 516 (entry point)

Professional Communications 1 credit

EDD 570

Introduction to Educational Research 2 credits

PSYCH 538

Lifespan Development and Learning 3 credits

EDD 520

Critical Issues in Education 3credits

Specialization:

EDD 574◇

Action Research Outline 1credit

QNT 575

Measurement, Evaluation & Ethics in Research
2credits

CUR 558

Foundations of Curriculum and Instruction 3 credits

CMP 520

Learning and Technology 3credits

CUR 524

Instructional Design 3credits

EDD 575◇

Action Research Proposal 1credit

CMP 540

Integrating Educational Technology in the Classroom
3 credits

CUR 562

Standards-Based Curriculum and Instruction 3 credits

EDD 573

Applications of Research 2credits

CUR 578

Evaluation of Curriculum 3credits

EDD 576◇

Action Research Presentation 1 credit

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

Master of Arts in Education with a
Specialization in Curriculum and
Technology

The following Master of Arts in Education (MAEd) program with a Specialization in Curriculum and Technology is offered at these University of Phoenix campus locations: Colorado, Florida, Nevada, Northern California, Online, Phoenix, Sacramento, San Diego, Southern Arizona, Southern California, and Southern Colorado.

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. In most instances, students must complete Foundation courses prior to the Specialization.

Foundation:

COM 516 (*entry point*)

Professional Communications 1 credit

EDD 570

Introduction to Educational Research 2 credits

CMP 520

Learning and Technology 3 credits

CMP 522

Critical Issues in Educational Technology 3 credits

Specialization:

EDD 574 ◇

Action Research Outline 1 credit

QNT 575

Measurement, Evaluation & Ethics in Research 2 credits

CMP 521

Using Computers in Education 3 credits

CMP 530

Ethics and Technology in Education 3 credits

CUR 558

Foundations of Curriculum and Instruction 3 credits

CMP 540

Integrating Educational Technology in the Classroom
3 credits

EDD 575 ◇

Action Research Proposal 1 credit

EDD 573

Applications of Research 2 credits

CMP 555

Designing and Producing Educational Technology
3 credits

CMP 560

Instructional Multimedia Authoring 3 credits

EDD 576 ◇

Action Research Presentation 1 credit

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

Master of Arts in Education with a
Specialization in Adult Education and
Distance Learning

The following Master of Arts in Education (MAEd) program with a Specialization in Adult Education and Distance Learning is offered at these University of Phoenix campus locations: Michigan, Nevada, Online, Phoenix, Puerto Rico, Southern Arizona, and Utah.

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. In most instances, students must complete Foundation courses prior to the Specialization.

Foundation:

COM 516 (*entry point*)

Professional Communications 1 credit

EDTC 510

Foundations of Distance Education and Training

2credits

EDD 511

Adult Learning: Theories, Principles and Applications

3credits

CUR 524

Instructional Design 3 credits

EDTC 526

Assessment and Evaluation in E-Education 3credits

QNT 540

Research and Ethics in E-Education 3credits

EDTC 550

Information Technology 3 credits

EDTC 555

Internet and Distance Education Delivery 3credits

EDTC 560

Applications of Multimedia and Web Page Design

3 credits

EDTC 570

Courseware Authoring 3credits

EDTC 575

e-Education in the Global Environment 3credits

EDTC 590

e-Education Capstone 3credits

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

Master of Arts in Education with a
Specialization in Elementary Teacher
Education

*The following Master of Arts in Education (MAEd) program
with a Specialization in Elementary Teacher Education is
offered at these University of Phoenix campus locations:
Hawaii, Nevada, Online, Phoenix, and Southern Arizona.*

Courses requiring prerequisites are identified by a ◇ symbol
following the course number. Prerequisites to courses are
identified in the "Course Descriptions" section of this cata-
log. In most instances, students must complete Foundation
courses prior to the Specialization.

MAT 500 (entry point)

The Art and Science of Teaching 2 credits

MAT 505 (entry point)

Child and Adolescent Development 3 credits

MAT 510 (entry point)

Models, Theories and Instructional Strategies 3 credits

MAT 511◇

**Elementary Student Teaching 1: The Professional
Educator** 1 credit

MAT 520

The Diverse Classroom 3 credits

MAT 523

Maintaining an Effective Learning Climate 2 credits

MAT 524◇

Elementary Student Teaching 2: Classroom Management
1 credit

MAT 530

**Curriculum Constructs & Assessment: Reading/
Language Arts** 4 credits

MAT 532

Curriculum Constructs & Assessment: Science/Math
4 credits

MAT 533◇

Elementary Student Teaching 3: Instruction/Assessment
1 credit

MAT 536

**Curriculum Constructs & Assessment: Social Studies/
Fine Arts** 2 credits

MAT 550

Legal and Ethical Issues in Education 2 credits

MAT 551

**Elementary Student Teaching 4: Parent/Community
Involvement** 1 credit

MAT 560

Action Research 4 credits

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

Master of Arts in Education with a
Specialization in Secondary Teacher
Education

The following Master of Arts in Education (MAEd) program with a Specialization in Secondary Teacher Education is offered at these University of Phoenix campus locations: Online, Phoenix, Southern Arizona, and Utah.

Courses requiring prerequisites are identified by a ◇ symbol following the course number. Prerequisites to courses are identified in the "Course Descriptions" section of this catalog. In most instances, students must complete Foundation courses prior to the Specialization.

MAT 500 (entry point)

The Art and Science of Teaching 2 credits

MAT 505 (entry point)

Child and Adolescent Development 3 credits

MAT 510 (entry point)

Models, Theories and Instructional Strategies 3 credits

MAT 512 ◇

Secondary Student Teaching 1: The Professional Educator 1 credit

MAT 520

The Diverse Classroom 3 credits

MAT 523

Maintaining an Effective Learning Climate 2 credits

MAT 525 ◇

Secondary Student Teaching 2: Classroom Management 1 credit

MAT 540

Curriculum Constructs & Assessment: Secondary/Methods 4 credits

MAT 542

Curriculum Constructs & Assessment: Reading Methods 4 credits

MAT 543 ◇

Secondary Student Teaching 3: Instruction/Assessment 1 credit

MAT 545

Secondary Distance Education Methods 3 credits

MAT 550

Legal and Ethical Issues in Education 2 credits

MAT 552

Secondary Student Teaching 4: Parent/Community Involvement 1 credit

MAT 560

Action Research 4 credits

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

MAEd Admission Requirements

The requirements for admission to the MAEd program are as follows:

1. A completed and signed University of Phoenix graduate application and an application fee.
2. An undergraduate degree from a regionally accredited or candidate for accreditation college or university, or a comparable degree from a recognized institution outside of the United States.
3. Official transcripts verifying all course work earned toward the bachelor's degree and any graduate course work attempted.
4. A cumulative grade point average (GPA) of 2.5 as shown on the degree posted undergraduate transcript.
5. Verification of a minimum of three years of significant full-time, post high school work experience of which 9 months must be instructional experience in a P-12 setting for all MAEd degrees except Adult Education and Distance Learning. Instructional experience is not required for the MAEd/AEDL.
6. Students must have a minimum of three years, post high school work experience.
7. Students in the following programs must also meet an instructional experience requirement:
 - MAED/CI and MAED/CT - 9 months of instructional experience in a P-12 setting. Students in the MAED/CT program may use instructional experience in a community college or 2- or 4- year post secondary institution.
 - MAED/ADM - 18 months instructional experience in a P-12 setting.
8. Current employment. Unemployed applicants must verify access to a suitable work environment in which to complete classroom assignments.
9. For non-native speakers of English, a score of 550 on the Test of English as a Foreign Language (TOEFL). The following may exempt a non-native speaker from having to take the TOEFL:
 - Successful completion of 30 transferable, academic semester credits at a regionally 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.
 - Equivalent of a U.S. high school diploma from a country in which English is the official language.
10. Signed enrollment agreement.
11. Appropriate access to technology as established by the student Technology Recommendations and competencies.

MAEd Degree Requirements

Students in the Master of Arts in Education program must fulfill the following requirements to graduate;

1. Completion of the major course of study with a minimum grade point average of "B" (3.0).
2. Satisfactory completion of the Action Research Project, if required in the program of study.
3. Successful completion of practicum internship or student teaching, (if required) with a grade of "B" (3.0) or better.
4. Payment of all tuition and fees.
5. Completion of the University's Comprehensive Cognitive Assessment post-test

The University may transfer up to six semester hours of graduate credit toward completion of the graduate curriculum. To meet the criteria for transfer into the program, the course transferred must:

- a. Be completed within the past five years with a minimum grade of "B" (3.0) at a regionally accredited or candidate for accreditation institution;
- b. Demonstrate that the course work is comparable in content and credit to the University of Phoenix courses and applicable to the degree program (this can be accomplished by supplying a catalog description);
- c. Be a graduate level course; and
- d. Be officially transcribed from the college or university where credit was earned.

6. Research, internship and practicum courses cannot be waived.

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TUITION AND FEES

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UNDERGRADUATE (Online)

Type of fee	Amount*	When due
Application Fee, Degree Programs	\$ 85.00	At time of application.
Single Course registration fee (non degree seeking)	\$ 30.00	Upon registration limit of 3 courses.
Application Charge, Certificate Programs (non-refundable)	\$ 30.00	At time of application.
Credit Recognition Program		
Application Fee	\$ 85.00	
EML/299 Fee	\$ 495.00	
Graduation Fee	\$ 55.00	
Tuition Per Credit/In Class		
Online Course Tuition (per credit)	\$ 422.00	Two weeks prior to the start date of each course.
Directed Study	\$ 355.00	
Book and Materials Charges	Varies by course	When books and materials are sold.
Portfolio Fee: One Time Submission Fee	\$ 90.00	When initial submission is made to the Prior Learning Assessment Center.
Each Assessed Credit:		
Experiential Learning Essays, Professional Product/Competency Packages	\$ 75.00	Billed after each evaluation and due within 30 days of date of invoice.
Professional Training and Course work	\$ 55.00	Billed after each evaluation and due within 30 days of date of invoice.
Unaccredited Transcripts, Diploma or Certificate Programs	\$ 35.00	Billed after each evaluation and due within 30 days of date of invoice.
Standardized Training or Transcripts: <i>ACE/CREDIT, National PONSI, and Apollo Quicklist™ items - (University of Phoenix) Corporate Articulated Credit (CASEE®)</i>	\$ 35.00	Billed after each evaluation and due within 30 days of date of invoice.
Late Assessment Payment Fee	\$ 30.00	Upon notification.
Degree Audit Processing Fee	\$ 55.00	When application for graduation is submitted.
Transcript of Record	\$ 5.00	At time of request. (Must accompany transcript request form.)
Check Return Charge	Contact Your Campus Representative	Upon notification.
Declined Credit Card Charge	\$ 30.00	At time of decline.

***Note: All fees are subject to change.**

Type of fee	Amount*	When due
Late Charge	\$ 30.00	At time of non-payment.

***Note: All fees are subject to change.**

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GRADUATE (Online)

Type of fee	Amount*	When due
Application Fee	\$ 85.00	At time of application.
Single Course Registration Fee (non-degree seeking)	\$ 30.00	Upon registration limit of 3 courses.
Application fee, Certificate Program (non-refundable)	\$ 30.00	At time of application.
Tuition Per Credit/In Class		
Online Course Tuition (per credit)	\$ 518.00	Two weeks prior to the start date each course.
Directed Study (includes non-refundable registration fee)	\$ 400.00	Two weeks prior to the start date of each course.
Book and Materials Charges	Varies by course	When books and materials are sold.
Degree Audit Processing Fee	\$ 55.00	When application for graduation is submitted.
Transcript of Record	\$ 5.00	At time of request. (Must accompany transcript request form).
Check Return Charge	Contact Your Campus Representative	At time of return.
Declined Credit Card Charge	\$ 30.00	At time of decline.
Late Payment Charge	\$ 30.00	At time of non-payment.

***NOTE: All fees are subject to change.**

FINANCIAL AID

The University of Phoenix participates in the Federal Financial Aid Programs, including the Federal Stafford Student Loans, the Federal PLUS Loan, the Federal Pell Grant, the Federal Supplemental Education Opportunity Grant, and the Federal Perkins Loan Programs.

Information and/or application forms are available from your campus Financial Aid Office.

Admitted degree-seeking students enrolled in eligible programs may apply for financial aid as a means of assisting them with financing their education. Some Certificate programs are also eligible for financial aid; please check with the campus Financial Aid Office for specific program information.

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 an enrolled undergraduate student completes at least 27 credit hours and at least 45 weeks of instructional time. Graduate students are required to complete at least 27 credits and 54 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. Additional financial aid information and forms are available from your campus.

All students receiving financial aid must comply with the requirements of the University of Phoenix Satisfactory Academic Progress Policy for Title IV recipients (see General Academic Policies.) Those students not making satisfactory academic progress may be academically disqualified and/or financial aid disqualified.

Financial Aid Appeals Committee

To appeal a financial aid decision, you must submit a completed grievance form, a letter, and supporting documentation to the Campus Grievance Committee (CGC). Grievance forms and instructions for completing the appeal process may be obtained from your campus or from the Student Web site at: <http://www.student.upohx.edu>.

If you are dissatisfied with the CGC's decision, you may further appeal to:

The Financial Aid Appeals Committee
Office of Vice President for University Services
University Services
4615 East Elwood Street
Phoenix, AZ 85072-2069

Federal Pell Grants

A Federal Pell Grant is an award to help needy undergraduate students (who have never obtained a Bachelor's degree) pay for their education. Unlike loans, Federal Pell Grants do not have to be paid back. Eligibility is based on a formula revised and approved each year by congress, and the students course schedule.

Federal Supplemental Education Opportunity Grant

A Federal Supplemental Education Opportunity Grant FSEOG is for undergraduates with exceptional financial need, which is defined as students with the lowest Expected Family Contributions (EFCs) and remaining need after other resources used towards educational costs are considered. This federal program gives priority to students who receive Federal Pell Grants. Unlike loans, Federal SEOG awards do not have to be paid back. Please note that the U.S. Department of Education guarantees that each participating institution will receive enough money to pay the Federal Pell Grants of its eligible students. However, there's no guarantee that every student will receive an FSEOG award; students will be awarded FSEOG based on the availability of funds at the University.

Federal Perkins Loan

A Federal Perkins Loan is a low-interest (5 percent) loan for both undergraduate and graduate students with exceptional financial need. The University of Phoenix is the lender for the loan, and the loan must be repaid to the University. The loan is made with government funds with a share contributed by the school.

A Perkins Loan borrower is not charged any fees. However, if a student misses a payment, makes a payment late, or makes less than a full payment, late charges and collection costs will apply.

After the student graduates or leaves school, he/she has nine months before beginning repayment for the Federal Perkins Loan. This is referred to as the "grace period". Additional deferments may apply for students on active duty in the military. During periods of deferment and the grace period the loan does not accrue interest. 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.

Federal Stafford Student Loans (Subsidized and Unsubsidized)

Federal Stafford loans are low-interest loans made by a lender such as a bank or a credit union. Loans must be paid back once the student graduates or withdraws from the University.

For subsidized Federal Stafford loans, the Federal government pays the interest on the loan while the student is in school. For unsubsidized Federal Stafford loans, the student has the option to defer interest but it will continue to accrue.

The subsidized Federal Stafford loan is made to borrowers who demonstrate financial need according to the federal methodology and their cost of attendance. The unsubsidized Federal Stafford loan is made to all borrowers who meet the requirements for student aid eligibility.

A student cannot borrow more than their cost of attendance at the University of Phoenix less any other financial assistance received.

Information on current interest rates, loan limits, insurance premiums and guarantee fees, can be obtained from your campus Financial Aid Office.

After the student graduates or leaves school, he/she has six months before beginning repayment for the Federal Stafford loans. This is referred to as the "grace period". During the grace period, the student receiving a subsidized Federal Stafford Loan is not responsible for interest or principal. For an unsubsidized Federal Stafford loan, the student has the option to defer interest but it will continue to accrue.

The University of Phoenix has a list of preferred lenders that meet or exceed our minimum operational standards as well as offering generous borrower benefits, however, we will process loan applications through any lender who participates in the Title IV Federal loan programs. Contact your campus Financial Aid Office for the list of preferred lenders.

Federal PLUS Loans

The Federal PLUS loan is available to the parents of dependent students. This loan is based on "credit worthiness" as determined by your lender. The loan amount cannot exceed the cost of attendance minus other aid awarded.

Repayment begins 60 days from the date the loan is fully disbursed by the lender.

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 their terms. Private loans should only be considered after applying for federal student aid. Contact your campus Financial Aid Office for additional information on private student loans.

Loan/Grant Disbursement

All Federal aid can be certified and disbursed when a student has been accepted for admission and has met other federal requirements; additionally, the student must be making satisfactory academic progress as defined by Federal regulations and outlined in the policy section titled "Satisfactory Academic Progress for Title IV Recipients". Federal regulations also require that financial aid students maintain continuous attendance (no break in attendance exceeding 29 days or 21 days for students attending the Georgia campus) or the student's funds may be cancelled. Attendance during extension periods, waived courses, CLEPS, or assessment courses are not considered as eligible attendance.

In addition, the Online Directed Study requires a directed study student to make accessible contact with the instructor before the student is eligible for any financial aid disbursements. Accessible contact is defined as receipt of a completed assignment by the faculty member, who reports the receipt of the completed assignment as attendance.

Federal loan disbursements are made in two payments; the first is at the beginning of the loan period, and the second is made at the midpoint of the loan period based on the number of credit hours successfully completed. Federal Pell disbursements are made in two payments; the first is at the beginning of the first payment period, and the second is made at the midpoint of the Pell period based on the successful completion of a minimum of 13.5 credits. Federal SEOG - Federal Perkins funds are disbursed similarly in multiple disbursements. Most federal funds are disbursed directly toward your tuition account by electronic funds transfer. Since federal aid is for educational expenses, the funds will first be credited to tuition and rEsources fees outstanding for the disbursement period. Any excess funds will be refunded to the student, unless otherwise specified by the student.

Loan Deferments

Students who are currently enrolled at the University may be eligible to have their current and prior federal loan payments deferred. The University of Phoenix submits monthly enrollment data electronically to the National Student Clearinghouse, as required by the Department of Education (ED). This electronically reported student status data is required by lenders to make appropriate deferment decisions. Students needing assistance with loan deferments should contact the campus financial aid office.

Leave of Absence

From time to time, a student may find it necessary to take a leave of absence (LOA). The LOA serves to maintain the student in school enrollment status. For students requesting a LOA, the following applies:

1. 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 medical and family emergencies, University course cancellation and/or facility closure, and natural disasters. Students who request a leave of absence that would start during a course will not have the leave approved. However, the University will grant leaves between courses. A student on an approved leave of absence will be considered enrolled at the University and eligible for an in-school deferment for their SFA loans.

2. A leave of absence cannot exceed 60 days in a 12-month period. Time in excess of 60 days in any 12-month period may be approved on an exception basis, for unusual circumstances. This leave may not exceed 90 days in length and may be approved for unusual circumstances such as course cancellations, personal leaves, business travel, institutional issues, military reasons, circumstances covered by the Family and Medical Leave Act of 1993 or jury duty.

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. This may result in the loss of some or all of the student's loan grace period.

Satisfactory Academic Progress Policy for Title IV Recipients

Students receiving Title IV financial aid funds must maintain the minimum grade point average for their degree program. These students must also make satisfactory progress towards completing their degree program within the maximum time frame allowed according to federal regulations. 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%.

1. This 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 make satisfactory academic progress.

2. Each course of the student's program that the student attends counts as an attempted credit. Only courses completed with a passing grade count as completed. For repeated courses, only the first 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 and will have two probationary increments to make up the credits or they will be placed on Financial Aid Disqualification at which time all Title IV funding will cease. During these probationary periods, the student must maintain the minimum 16/24 completion schedule and make up the original credit deficiency. 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 original credit deficiency, *or* are more than 8 credits deficient after the first probationary increment. Students who are disqualified may appeal to the Student Appeals Committee to have 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.

Statement of Educational Purpose
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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
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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.

Additional Funding Options
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In addition to the Federal Student Aid programs additional sources of funds are available to University of Phoenix students. Such funding programs are only available to high quality institutions such as the University of Phoenix. Ask your financial advisor for more information on additional sources of funds.

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 specified incurred. Fees for books and materials for each course must be paid at the time they are ordered. 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 Online Directed Study are subject to financial approval by their "primary" campus prior to enrolling in a Online Directed Study course.

Students should contact their Academic Counselor to register a minimum of two weeks prior to their intended course start date.

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 \$30.00 processing fee will be charged for check returned for any reason and for declined credit card transactions.

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 large amount transfer credits. Please insure 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. 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 admission or Prior Learning Assessment Center 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.

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 last for a period of three consecutive courses. Any course work taken concurrently will be applied to the three consecutive course period. 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 three 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 committee 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 student 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/Education/News/TATU.htm. The University of Phoenix VA certifying official has no involvement in the processing of any Tuition Assistance VA Top-Up request.

Refund Policy

All fees, including application fees, assessment fees, student service fees, and resource fees are nonrefundable.

A tuition refund should be requested by submitting an "Official Withdrawal Form" to the student's local campus.

Students are eligible for a tuition refund under the following conditions assuming the tuition for the entire class was paid:

1. Written notification of withdrawal is provided prior to the first class session of a course: Refund – 100% of tuition.
2. Students attending only the first week of any class are financially responsible for 25% of the tuition for the course. Written notification of withdrawal prior to the second class session of a course: Refund – 75% of tuition.
3. There is no tuition refund for students who withdraw after the second class session.
4. 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.
5. Student attending campuses located in the state of California who have completed 60 percent or less of the course of instruction are eligible for a pro rata refund per the California Refund Policy. The refund will be the amount the student paid of 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 1 week	80% refund due
Attend 2 week	60% refund due
Attend 3 week	40% refund due
Attend 4 week	No refund due

6. In the event that the University of Phoenix no longer offers educational services prior to a student completing a course of instruction, a partial refund may be available. The student should contact the Bureau for Private Postsecondary and Vocational Education (BPPVE), 400 R. Street, Suite #5000, Sacramento, California 95814-6200, or call (916) 443-427. Mailing address: P.O. Box 980818, West Sacramento, California, 95798-0818.

7. A student in the state of Wisconsin has 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. In addition, the student may withdraw from a course after instruction has started and receive a pro rata refund for the unused portion of the tuition paid if the student has completed 60% or less of the instruction or if 60% or less time has elapsed from the scheduled start date, whichever comes first. For example: (a) if the student completes only two weeks of a five-week course and paid \$1,000.00 tuition, the student would receive a refund of \$600.00, and (b) if the student completes only two weeks of a six-week course and paid \$1,200.00 tuition, the student would receive a refund of \$800.00. If the school cancels or discontinues a course or educational program, the school will make a full refund of all charges. Refunds will be paid within thirty days of receipt of the student's notice of cancellation or withdrawal.

8. A student in the state of Ohio who rescinds his or her decision to enroll within five (5) business days of signing the Enrollment Agreement is entitled to a full refund of all fees and tuition paid. To cancel enrollment, a student should submit an "Official Withdrawal Form". If sent by mail, the "Official Withdrawal Form" must be postmarked on or before the fifth business day following execution of this Agreement. Except for cancellations within the five-day period set forth above, all fees, including application fees, assessment fees, and materials fees are nonrefundable. A tuition refund must be requested in writing by submitting an "Official Withdrawal Form" to the student's local campus. Students are eligible for a tuition refund under the following conditions, assuming the tuition for the entire class was paid:

1. Students providing written notification of withdrawal prior to the first class session of a course will receive a full tuition refund.
2. Students attending only the first week of any class are financially responsible for 25% of the tuition for the course. Such students will receive a refund equal to 75% of tuition if they provide written notification of withdrawal prior to the second class session of a course.
3. Students who withdraw after the second class session are financially responsible for 50% of the tuition for the course. Such students will receive a refund equal to 50% of tuition if they provide written notification of withdrawal prior to the third class session of a course.

4. Students who withdraw after the third class session are financially responsible for 75% of the tuition for the course. Such students will receive a refund equal to 25% of tuition if they provide written notification of withdrawal prior to the fourth class session of a course.

5. Students who withdraw after the fourth class session are financially responsible for 100% of the tuition for the course. Such students will receive no refund.

Note: Additional refund policies apply to students receiving Federal Financial Aid. Please see the "Financial Policies and Procedures" section of this catalog.

Additional Refund Policies for Students Receiving Federal Financial Aid

Effective October 1, 2000 the University will implement the new federal return provisions for recipients of Student Financial Aid (SFA). The new requirements, which will apply to students who have returns calculated on or after October 1, 2000, will use a formula to determine the amount of SFA 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 Federal and University refund processing. Students residing in 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.

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 student has completed 60% of the payment period, he or she has earned 100% of the SFA funds disbursed.

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 for the payment period, to include funds retained by the University and funds given directly to the student.

- **Percentage Earned** - The percentage of SFA 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 SFA funds disbursed, minus the amount of SFA funds earned determines the amount of SFA loan and grant aid that is unearned and must be returned by the University.

The University will return the lesser of the following amounts:

- The amount of SFA funds that the student does not earn,
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 SFA Programs in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, Federal Perkins Loan, and Federal PLUS Loans. If funds remain after repaying all loan amounts, those remaining funds must be credited in the following order: Federal Pell Grants (FSEOG), 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. 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 loan funds in accordance with the terms of the loan and any grant funds as an overpayment. The student is obligated to return only one-half of the unearned grant amount.

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.

Post-Withdrawal Disbursement

If the total amount of SFA funds the student earned as calculated under the new 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 of a post-withdrawal disbursement that is due within 30 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 SFA funds that make up the post-withdrawal disbursement.
- An explanation that the student or parent may accept or decline some or all of the post-withdrawal disbursement.
- An explanation that no post-withdrawal disbursement will be made if they do not respond within 14 days of the letter date.

If the student and/or parent responds to the University's notice within 14 days and instructs 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 90 days of the date of the University's determination that the student withdrew. If the student and/or parent does not respond to the University's notice, the post-withdrawal disbursement will be made only for appropriate outstanding charges.

State Tuition Recovery Fee

Assembly Bill 411, passed during the 1995 legislative session, changed the Nevada Revised Statutes, Chapter 394, and established the "Tuition Recovery Fund". These funds are to be held by the State Commission on Postsecondary Education to indemnify "any student or enrollee, who has suffered damage as a result of:

- (a) The discontinuance of a postsecondary educational institution licensed in this state; or
- (b) The violation by such an institution of any provision of NRS 394.383 to 394.560, inclusive, and sections 2, 3, and 4 of this act, or the regulations adopted pursuant thereto."

Should a student feel that he/she has suffered damages due to these reasons, they should contact the campus administrator's office.

Private School Enrollment Fee

Nevada Revised Statutes 394.540 mandates:

"The institution shall collect this fee from each student at the time of the student's initial enrollment with the institution. On or before the first day of January, April, July, and October, the institution shall transmit to the administrator the fees collected pursuant to this subsection during the preceding quarter. The administrator shall deposit the fees so transmitted with the state treasurer for credit to the state general fund."

California Student Tuition Recovery Fund

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect California residents who attend a private postsecondary institution from losing money if they prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible for STRF, students must be California residents and reside in California at the time the enrollment agreement is signed or when they receive lessons at a California mailing address or from an approved institution offering correspondence instruction. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a California resident.

To qualify for STRF reimbursement students must file a STRF application within one year of receiving notice from the Council that the school is closed. If they do not receive notice from the Council, they have four years from the date of closure to file a STRF application. If a judgment is obtained, they must file a STRF application within two years of the final judgment.

It is important that students keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Post-Secondary and Vocational Education, 1027-10th floor, Sacramento, California 95813517, (916) 443-4427.

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, or someone that can claim them as a dependent, may 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. If applicable, the student must provide University of Phoenix with the name, address and SSN of the person who will claim the student as dependent on their tax return. University of Phoenix campuses have Form W-9's available to facilitate such reporting. 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.

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, the general education area it may satisfy, and any prerequisites.

Not all course work is offered at every campus. Please consult your local campus staff for course offerings and schedules.

Courses available through Online are noted with a † symbol.

ACC 330 †

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. 3 credits.

Prerequisite: ACC 362, GEN 300, MGT 330, MGT 331, and MGT 350

ACC 340 †

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, Internets, Intranets electronic commerce, information systems development, basic project management principles, Decision Support Systems, and the benefits of computer/human synergy. 3 credits.

Prerequisite: GEN 300

ACC 362 †

Financial Accounting I

This course introduces the fundamentals of accounting theory, transactions, the accounting cycle, financial statement preparation and articulation, and assets and liabilities. 3 credits.

Prerequisite: MTH 209, GEN 300, MGT 330, MGT 331, MGT 350

ACC 363 †

Financial Accounting II

This course introduces plant assets, liabilities, accounting for corporations, investments, the statement of cash flows, financial statement analysis, time value of money, payroll accounting and other significant liabilities. 3 credits.

Prerequisite: ACC 362, GEN 300, MGT 330, MGT 331 and MGT 350

ACC 421 †

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, cash receivables, and inventory. 3 credits.

Prerequisite: ACC 362, GEN 300, MGT 330, MGT 331, and MGT 350

ACC 422 †

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. 3 credits.

Prerequisite: ACC 363, ACC 421, GEN 300, MGT 300, MGT 331 and MGT 350

ACC 423 †

Intermediate Financial Accounting III

This course is the third of a three part series of courses related to intermediate accounting. This course examines income taxes, pensions and post retirement benefits, leases, changes and error analysis, statement of cash flows and full disclosures issues. 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. 3 credits.

Prerequisite: ACC 422, GEN 300, MGT 330, MGT 331, and MGT 350

ACC 440 †

Advanced Financial Accounting

This course covers business combinations and diversified companies, consolidations of financial statements, home office and branch accounting, segments, foreign currency transactions, and corporate reorganizations and liquidations. 3 credits.

Prerequisite: ACC 423, GEN 300, MGT 330, MGT 331, and MGT 350

ACC 460 †

Government and Non-Profit Accounting

This course covers fund accounting, budget and control issues, revenue and expenses recognition and issues of reporting for both government and non-profit entities. 3 credits.

Prerequisite: ACC 362, GEN 300, MGT 330, MGT 331, and MGT 350

ACC 483✦

Income Tax – Individual

This course is a basic structure of federal income tax law as well as income tax problems and preparation of individual income tax returns. 3 credits.

Prerequisite: ACC 362, GEN 300, MGT 330, MGT 331, and MGT 350

ACC 491✦

Contemporary Auditing I

This course examines auditing standards, professional ethics, evidence, legal liability, audit planning and documentation, materiality and risk, internal control and the overall audit plan and program. 3 credits.

Prerequisite: ACC 340, GEN 300, MGT 330, MGT 331, and MGT 350

ACC 492✦

Contemporary Auditing II

This course examines auditing from a balance sheet perspective, completion of the audit, internal, operational and compliance auditing, auditors' reports and other attestation services. 3 credits.

Prerequisite: ACC 391, GEN 300, MGT 330, MGT 331, and MGT 350

BSA 375

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. 3 credits.

Prerequisite: CSS 335

BSA 400

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. 3 credits.

Prerequisite: BSA 375

BSA 410

Business Systems I

This course provides the student with an in-depth understanding of the various business systems used and how each system impacts others within an organization. The threads between an organization's systems are emphasized. Systems discussed include administrative, accounting, financial, and marketing systems. 3 credits.

Prerequisite: CMGT 450

BSA 420

Business Systems II

This course provides the student with an in-depth understanding of the various business systems used and how each system impacts others within an organization. The threads between an organization's systems are emphasized. Systems discussed include production, manufacturing, service systems, locally significant service systems, and production systems architecture. 3 credits.

Prerequisite: BSA 410

BSA 430

Systems Analysis Methodologies

This course provides the student with an understanding of several methodologies available to identify business problems and the possible information systems solutions for addressing problems. 3 credits.

Prerequisite: BSA 420

BSA 440

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. 3 credits.

Prerequisite: BSA 430

BSA 450

Applied Business Cases

This course requires the student to complete a business cases project by using knowledge gained from preceding courses and applying it in the business case project. Topics covered include problem/situation identification, selection of appropriate analysis tools and processes to apply to the situation, and actual use of the tools to develop a business case solution recommendation. 3 credits.

Prerequisite: BSA 440

BSHS 300

Introduction to Human Services

This course is an introduction to the field of human services. It includes study of the history of human services; scrutiny of the current practices in the field; and study of the roles, functions, and skills of human service workers. Attention to ethics and career opportunities is included. 3 credits.

BSHS 310

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. 3 credits.

BSHS 320

Introduction to Interpersonal Communication

This course explores the theory and practice of professional communication skills, including active listening, interviewing, non-verbal communication and presentation skills. Students will be encouraged to develop their interpersonal skills through application of communication techniques and strategies. 3 credits.

BSHS 330

Technology in Human Services

This course is a survey of the use of communications technology in human services. It will examine how technology is affecting the delivery of human services and the use of technology in service delivery. Students must have access to the Internet to take this course. 3 credits.

BSHS 340

Lifelong Learning and Professional Development

This course will examine the role of lifelong learning in the helping process. Students will develop a plan for their personal professional development. Students will also be prepared to enter their Field Experience. 3 credits.

BSHS 350

Field Experience/Part I

This course will provide relevant information and support to assist students in their first field experience in a human services organization. Students will conduct field interviews, learn to create a learning contract, and develop an understanding of their role in the human services delivery system. Weekly seminars are provided to offer support and supervision of student activities in the field. 3 credits.

BSHS 360

Research and Statistics for the Social Sciences

This course is a survey of the appropriate use of statistics in the social sciences. Rules for the application of appropriate statistics will be reviewed. Software for descriptive and inferential parametric and non-parametric statistics will be covered. Students will practice solving and interpreting statistical problems. 3 credits.

BSHS 370

Child Development

This course is a survey of the physical and psychological development of children from prenatal through adolescence. Developmental problems, family issues, and child abuse will be covered. Types and symptoms of abuse, assessment, treatment, prevention and referral are also included. 3 credits.

BSHS 380

Adult and Family Development

This course is survey of physical and mental development of the adult in today's society. The influence of culture, and socio-economic status on development will be explored. The prevention, symptoms, assessment, treatment, and referral of individuals and families with development problems will be covered. Old age and gerontological services will also be covered. 3 credits.

BSHS 390

Working with Groups

This course covers critical evaluation of the theory and practice of group work in human services. Different types of groups, group composition and purpose will be examined. Delivery of counseling therapy, and education in group settings is also covered. 3 credits.

BSHS 400

Professional, Ethical, and Legal Issues in Human Services

The ethical standards of human services, social work, counseling, marriages and family, and psychology are reviewed and compared. Major legal issues in the delivery of human services are examined. The roles, functions, and responsibilities of the human service worker are investigated. 3credits.

BSHS 410

Field Experience/Part II

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 student activities in the field. Students will learn to present cases and/or issues for supervision and staffing. Students will also demonstrate progression in the Core Competency Areas. 3credits.

BSHS 420

Case Management

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatments resources in least restrictive and most cost effective settings will be examined. 3 credits.

BSHS 430

Dependency and Addictions

Students will be introduced to the addictions process involved in alcohol, chemical, and other dependency areas in this course. The role of addiction to society, criminal justice and treatment will be explored. 3 credits.

BSHS 440

Advocacy and Mediation

This course provides a review of the advocacy process complete with strategies and techniques to overcoming barriers of effective services delivery. An examination of the process of alternative resolution will also be covered. 3 credits.

BSHS 450

Program Design and Proposal Writing

This course covers finding federal, state, and private funding for human service programs and agencies and writing proposals to secure funding. Students will practice designing programs and the evaluation of those programs. 3 credits.

BSHS 460

Building Community in Organizations

This course provides a framework for understanding organizations as de facto 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. 3 credits.

BSHS 470

Mental Health and Crisis Intervention Practices

Students will be introduced to the mental health service delivery system in this course. Appropriate protocols for assessing strategies will be examined and explored. 3 credits.

BSHS 480

Advanced Interpersonal Communication

In this course, students will continue to develop counseling and interviewing skills. Special topics will include: Communication technology, group communication, clinical assessment, ethical issues and cultural differences. 3 credits.

BSHS 490

Field Experience/Part III

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 student activities in the field. Students will learn to present cases and/or issues for supervision and staffing. Students will also demonstrate progression in the 1core Competency Areas. A Portfolio will also be created as a requirement of this course. 3credits.

BUS 260

Legal Aspects of Supervision

This course examines the various laws and legal issues in managing people in organizations. Supervisors and managers are obligated and pressured to understand the laws applicable to managing people in the workplace, and to focus on the legal liability issues and the recruitment and retention of qualified human resources. *Business Elective* 3 credits.

BUS 415 †

Business Law

This course examines, analyzes, and applies to the modern business environment the nature, formation and systems of law in the United States. 3 credits.

Prerequisite: GEN 300

BUS 421 †

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 will critically examine federal and state judicial and alternative dispute resolution systems; torts, crimes and business ethics; common law contracts; sales and lease contracts; business associations; agency and governmental regulations. 3 credits.

Prerequisite: GEN 300, MGT 330, MGT 331, and MGT 350

BUS 422 †

Contemporary Business Law II

This course is the second in a two-part business law course that critically examines real and personal property, creditor-debtor relationships, bankruptcy, sales, securities, and government regulation. 3 credits.

Prerequisite: BUS 421, GEN 300, MGT 330, MT 331, and MGT 350

CIS 319 †

Computers and Information Processing

This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. These subjects prepare students to integrate their management expertise with information technology. The successful student will be prepared to work with information system professionals and department computer specialists to obtain business solutions with the assistance and support of information technology. 3 credits.

Prerequisite: GEN 300

CJA 300

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. 3 credits.

CJA 310

Contemporary Issues in Criminal Justice

This course explores: minorities, crime, and social policy (e.g., hate crimes), women in the criminal justice systems, mental health, substance abuse and crime, workplace and school violence, cybercrime, terrorism, guns, crime, and gun control legislation, the future of criminalistics (e.g., Advances in DNA analysis and high technology surveillance). 3 credits.

CJA 320

Introduction to Criminal Justice

A survey of the criminal justice system, including the agencies and processes involved and processes involved in administration of criminal justice. This course provides an overview of police, prosecution, courts, and the correctional system. The problems of the administration of justice in a democratic society are discussed. 3 credits.

CJA 330

Criminology

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 criminal behavior systems, societal reaction to crime, and criminological methods of inquiry. 3 credits.

CJA 340

Criminal Law

This course focuses on the goals, objectives, principles, and doctrines of criminal law and procedure. Special attention is paid to the law of search and seizure and the law of interrogation and confessions. Pretrial motions and proceedings and trial by jury are also examined. 3 credits.

CJA 350

Criminal Procedure

This course explores basic investigative principles; search of crime or accident scenes; questioning witnesses, suspects, and victims of crimes; collecting and preserving evidence; information sources and research methods; surveillance techniques; safe handling of hazardous materials; rules of evidence governing admissibility of physical evidence; and testifying in court. 3 credits.

CJA 360

Interpersonal Communication

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting, written reports and memos, and interpersonal verbal communication with victims, suspects, and civilians. 3 credits.

CJA 370

Introduction to Policing

This course reviews the structure and function of law enforcement agencies in the United States at the state, local, and federal levels. Differences between levels, as well as current issues and problems facing law enforcement administrators are emphasized. 3 credits.

CJA 380

Criminal Court Systems

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. 3credits.

CJA 390

Introduction to Corrections

An introduction to the various aspects of the corrections system. The historical development of corrections is discussed, along with the goals of criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation. 3 credits.

CJA 400

Juvenile Justice

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. 3credits.

CJA 410

Ethics in Criminal Justice

This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores roles of professional organizations and agencies, Ethics and community relations, and civil liability in law enforcement and correctional environments. 3 credits.

CJA 420

Cultural Diversity in Law Enforcement

This course prepares the student for conducting and managing law enforcement in a pluralistic society. It provides a basis for tolerance and better law enforcement through the understanding of the history, law and public opinion relating to conducting police operations in a multicultural environment. 3credits.

CJA 430

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. 3credits.

CJA 440

Organizational Behavior and Management

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 criminal justice organizations will be stressed. 3 credits.

CJA 450

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. 3 credits.

CJA 460

Criminal Justice Policy Analysis

This course examines the history of federal-and state-level crime control initiatives and explores the development of effective anticrime policies. The analysis of contemporary crime control policies is included. 3 credits.

CJA 470

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. 3 credits.

CJA 480

Futures of Criminal Justice

The course examines possible criminal justice futures. Issues that police, corrections, and courts are likely to confront in the 21st century and beyond will be research and discussed, along with established predictive techniques in the field of futures research. 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. 3 credits.

CMGT 320

Organizations and Technology

This course examines organizational theory as it relates to technology. Included are the effects of technology on organizational structures; alignment of processes, people, and systems for organizational achievement; use of technology for informed decision-making in the organization, organizational management issues in cyberspace, and quality in a technology-driven environment. 3 credits

CMGT 325

Organizational Communications

This course is an overview of the methods, processes, and functions necessary for effective communication in today's high-tech, global marketplace. The goals for this course are to develop an understanding of the need for and the requisite skills of competent communication in both the physical and electronic environments. Additionally, the course will focus on appropriate communications formats and analytical tools necessary to solve communication problems within traditional and team-based organizational structures. 3 credits.

CMGT 330

Ethics in Information Technology

This course provides an understanding of the legal and ethical issues associated with the use of information systems in business and society. The course also explores the development and implementation of information systems in ways that satisfy legal, ethical and business requirements. 3 credits.

CMGT 410

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. 3 credits.

CMGT 410.1

Project Planning and Implementation

This course provides the foundation for understanding the broad concepts of successful planning, organization and implementation within the realm of information technology. The 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. 3 credits.

Prerequisite: CIS 319

CMGT 424

Information Resource Management

This course requires the student to apply the management principles and information technology knowledge from prior course work to the specific requirements of managing the information resources of the organization. This includes the management of the information systems department and its functions as a "business within the business." The course focuses on information technology management, information technology trends, software resource management, and the relationship of people and management systems to technology and organizations. 5 credits.

Prerequisites: Completion of 28 credits in IS major

CMGT 450

Applied Studies in Information Technology

This course provides a synthesis of all previous IT course work to demonstrate foundation competency in all facets of the IT program. The course provides an application focus in which students demonstrate comprehension, critical thinking, and problem-solving abilities within the context of real-world applications. Case study is an integral component, as well as a student project that demonstrates the incorporation of key components from all previous courses in an applied methodology. Current and future trends in IT are emphasized. 3 credits.

Prerequisites: All BSIT core courses

COMM 101+

Written Communication

This course provides guided study and extensive practice in the process and mechanics of expository writing. It is intended primarily for students with no prior course work in English composition at the college level. 3 credits. *(Course length varies)*

Communication Arts

COMM 102+

Communication Skills for Career Growth

This course covers the skills necessary for effective communication in the work environment and modern society. The course provides an orientation 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. 3 credits. *Communication Arts.*

Prerequisite: GEN 101

COMM 200+

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.

3 credits. *Communication Arts.*

COMM 203

Oral Communication

This course is designed to provide both a practical introduction to the fundamental principles of oral communication and a forum for practicing these communication skills. 3 credits.

Communication Arts.

COMM 215+

Essentials of College Writings

This course covers the essential writing strategies and skills required for college-level course work. Emphasis is placed on the development of research papers, position papers, and case study analyses, and helps students distinguish between interpretive and analytical writing. The research process is approached from both the conceptual and applied perspectives. Discussion of elements of mechanics, style, citation and proper documentation are included. 3 credits.

Communication Arts.

COMM 310

Public Speaking

This course addresses how an effective speech is developed and delivered. Techniques for audience targeting and style development, as well as the basic techniques required to communicate effectively on television are also presented. The course is also designed to provide a maximum opportunity for practice and evaluation of speeches and presentation techniques. 3 credits. *Communication Arts.*

COMM 315+

Diversity Issues in Communication

This course identifies barriers to effective communication associated with racial, gender, cultural and socioeconomic diversity in the workplace and in the community. Students will develop an understanding of why and how diversity factors influence effective communications. The course will introduce techniques for improving written, oral, and interpersonal communication skills in response to diversity concerns.

3 credits. *Communication Arts.*

COMM 335

Spanish Language and Cultural Field Study

This course offers students the opportunity to become familiar with the language and culture of Mexico through a combination of formal study and on-site field experiences. The course includes study of Mexican history and society as well as language training appropriate to the student's existing skill level. 6 credits. (Must be taken concurrently with HUM 335.)
Communication Arts.

COMM 340

Creative Writing

This is a beginning course in imaginative writing. Students explore the creative process while strengthening their general writing skills. 3 credits. *Communication Arts.*

COMM 400 †

Management Communication Skills

This course entails the study of human interpersonal communications and conflict resolution particularly within business and work organizations. The course focuses on identifying and developing the skills required to successfully manage interpersonal relations in organizations. Emphasis is placed on management communication skills, group process, giving effective responses, conflict resolution, and team building. 3 credits. *Communication Arts.*

COMM 470

Communication in the Virtual Workplace

This course offer guidance and examples how to effectively communicate in a growing workplace that is dependent upon technology as a way to communicate globally. This course provides students with an understanding of Internet technologies and how to maximize these communication enhancements to optimal organizational communications. Impacts upon customer satisfaction are explored. 3 credits

CSS 330

Critical Thinking and Computer Logic

This course provides students opportunities for analysis, synthesis, prescription, and application of critical thinking and decision making within the organization. Fundamental computer logic is also covered. 3 credits.

CSS 335

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 system development, hardware and software, operating systems and programming, databases, networks and telecommunications, and the Internet. 3 credits.

DBM 380.1

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. 3 credits.

Prerequisites: POS 370, BSA 375

DBM 405.1

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. 3 credits.

Prerequisite: DBM 380.1

DBM 410

Decision Support Systems

This course focuses on creating a business decision support system using *Microsoft Access* by creating a database system with queries and reports. Spreadsheets, using *Microsoft Excel*, and query tools will be examined as well. 3 credits.

Prerequisite: DBM 405

DBM 420

Enterprise Database Management Systems

This course is designed to provide the student a guide for developing a relational database application using Oracle's database and application development utilities. Subjects include multi-user and client/server database concepts, Oracle utilities, development of database applications, performing basic database administration tasks and an overview of PL/SQL, the Oracle procedural programming language. 3credits.

Prerequisite: POS 410

DBM 430

Rapid Application Development

This course is an overview of current methodologies with emphasis on the traditional computer-aided system engineering (CASE) method and on rapid application development (RAD). 3 credits.

Prerequisite: DBM 420

DBM 440

Data Warehousing

This is a course in designing, constructing, and maintaining a data warehouse including data mining, and data marts. The course focuses on the data management issues associated with the ongoing maintenance of a data warehouse for strategic decision making. 3 credits.

Prerequisite: DBM 430

DBM 450

Applications Maintenance and Migration

This course examines the maintenance of an enterprise's information systems, including legacy systems. Topics include application documentation, evaluation, maintenance, upgrading and migration. The focus is on basing maintenance and migration decisions on operational, tactical, and strategic business principles. Particular emphasis is placed on the role and management of legacy systems within an enterprise's IS plan. Subcontracting and outsourcing are also considered.

3credits.

Prerequisite: DBM 440

EBUS 400

e-Business

This e-business survey course introduces models for conducting business-to-business and business-to-consumer transactions. Students will learn the application of e-business strategic management, how to leverage technology to enhance business processes, the unique characteristics of effective e-marketing, and how the legal, ethical, and regulatory environment act as a filter for conducting e-business. 3credits.

Prerequisite: CIS 319, GEN 300, MGT 330, MGT 331, and MGT 350

ECO 360✦

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. 3 credits.

Spreadsheet proficiency and Math proficiency recommended.

Prerequisite: GEN 300

ECO 361✦

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. 3 credits.

Spreadsheet proficiency recommended.

Prerequisite: ECO 360, GEN 300, MGT 330 and MGT 350

EML 299.1

Applied Written Communication

This course is designed to assess students' ability to analyze their learning experiences and communicate them effectively. For Associate of Arts through Credit Recognition students only. 3 credits. *Communication Arts*

FIN 320✦

Corporate Finance

This course examines the foundations of corporate finance, valuation of stocks and bonds, investments and projects, the concepts of risk and reward, cost of capital, corporate financing, capital structuring, dividend policies, financial statement analysis and financial planning. 3 credits.

Prerequisite: GEN 300

FIN 324✦

Financial Analysis For Managers I

This course is designed to 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, Budgets, and Internal Controls. 3 credits.

Prerequisite: GEN 300, MGT 330, MGT 331, and MGT 350

FIN 325✦

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, Financial Decision Making, Capital Structure, and International Finance. 3 credits.

Prerequisite: FIN 324, GEN 300, MGT 330, MGT 331, and MGT 350

FIN 465✦

Investment Analysis

This course examines the field of investments with emphasis given to analysis, management, and control. The course covers the theory and practice of finance including the firm's investments, financing alternatives, and dividend decisions; analytical techniques available in the investment planning and selection process; and the environment in which investment decisions are made. Coverage of these topics are accomplished utilizing a balance between concepts, applications, case analysis, and problems. 3 credits. *Business Elective*

FIN 467✦

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. 3 credits. *Business Elective*

FIN 475+

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. 3 credits.

Spreadsheet proficiency recommended.

Prerequisite: ACC 363, GEN 300, MGT 330, MGT 331, and MGT 350

FIN 476+

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. 3 credits.

Prerequisite: FIN 475, GEN 300, MGT 330, MGT 331, and MGT 350

GEN 101+

Skills for Lifelong Learning I

This course is designed to provide core competencies for adult learners. The first part of 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 educational goals in school, work, and personal settings. 3 credits.

GEN 102+

Skills for Lifelong Learning II

This course explores the variety of ways adults can access information for educational, professional, and personal applications. Traditional and creative research methods will be discussed. Adult learners will use "virtual libraries," the Internet, and computer technology, as well as more traditional sources of information. 3 credits.

Prerequisite: GEN 101

GEN 300+

Skills for Professional Development

This course is designed to emphasize development and enhancement of professional skills. Students will analyze their strengths in written assignments, oral presentations, interpersonal relationships, group interactions, and organizational skills. Students also explore issues related to the decision to return to school. 3 credits. *(May not be taken if credit has been received for GEN 101)*

GEN 480+

Interdisciplinary Capstone Course

This is the capstone course of the business, information technology, and nursing 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 and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future. 3 credits.

Prerequisites: All courses in program

GEO 150+

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. 3 credits. *Social Science*

HCS 210

Physical Assessment

This course provides transitional assessment skills building on data-collection skills obtained in the LPN/LVN program. The student will be introduced to the progression from data collection to planning care for the client. 3 credits.

HCS 250

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. 3 credits.

HCS 260

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 intervention. 3 credits.

HCS 402

Introduction to Health Care in the United States

This course provides a broad overview of the various functions of the United States health care system. The student is introduced to the nature of illness and disease, and utilization characteristics are examined. The various forms of provider models and service delivery systems found in public and private health sectors are described, including ambulatory, acute and long-term care. The human, technological, and financial resources required in the delivery of health care are examined. Measures of success are discussed, i.e., patient outcome, regulatory compliance, and service efficacy and efficiency. The role of state and local politics in policy formation and implementation are reviewed. The various stakeholders in health care delivery are identified. 3 credits.

HCS 405

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. 3credits.

Prerequisite: MTH 209 College Algebra II

HCS 415

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. 3 credits.

HCS 427

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. Individual employee issues from the hiring interview, to compensation and benefits, to performance appraisals, promotions, and termination are discussed. In addition, population issues such as unionization, benefit programs, communication between work groups, and cultural diversity are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized. 3 credits.

HCS 430

Legal Issues in Health Care: Regulation and Compliance

This course covers the broad range of topics affected by law and regulation, ranging from patient rights to corporate responsibilities. Health care regulatory agencies and state and federal agencies are examined as well their impact on the operation of healthcare as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed. 3 credits.

HCS 435

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 managing of populations whose ethics may be divergent are identified. 3 credits.

HCS 438

Statistical Applications

The emphasis in this statistical applications 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. 3 credits.

HCS 440

Economics: The Financing of Health Care

This course provides an overview of the economics of healthcare. 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. 3 credits.

Prerequisite: HCS 405

HCS 441

Introduction to Health Care Information Systems

The impact of information technology from the customer's enrollment in health plan to his/her utilization of services is examined. The clinical information technology and the necessary systems linkages, which range from diagnostic results to clinical charting are described. Non-clinical information technology, including financial, outcomes, and human resource systems are examined. Emphasis is placed upon the integration of these various information technology functions and the impact on the efficiency and effectiveness of the health care operation. The implementation of these technologies is introduced through the use of project management methodologies.

The organizational structure of Information Technology, which includes Enterprise Information Architecture and Application Development, is reviewed. Current issues and future opportunities within information technology are examined. 3credits.

HCS 442

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. 3 credits.

HCS 443

Populations Requiring Long Term Care

This care 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. 3 credits.

HCS 451

Health Care Quality Management and Outcomes Analysis

This course examines the relationships between business and health care outcome measures. Methods for process and outcome improvement are described as well as the statistical application and significance of measuring outcomes. 3 credits.

Prerequisite: QNT 321

HCS 455

Health Care Policy: The Past and The Future

This course examines the role of federal, state, and local government in the development of health care policy and regulation involving both the private and public sectors. The resulting impact of policy and regulation on healthcare systems is discussed. The role of health care systems will be reviewed as well as the various aspects involving the delivery of services. 3credits.

Prerequisite: HCS 402

HCS 463

Application of Health Care Management Principles

In this course the students are provided with the opportunity to summarize their body of learning and formulate strategies for the management of various challenges that they will encounter in the healthcare environment. Analyses of the case studies will require application of the skills and tools, which have been acquired during the program which will assist the student in bridging the gap from theory to practice. 3 credits.

Prerequisite: This is the BSHCS Program Capstone course. All other BSHCS classes must be completed prior to enrollment.

HIS 110+

U.S. History to 1865

This course is an overview of the principal social, political, economic, and global events which have shaped the American scene from Colonial times through the Civil War period. 3credits. *Social Science.*

HIS 120+

U.S. History 1865 to 1945

This course is an overview of the principal social, political, economic, and global events affecting U.S. history from the Civil War through World War II. 3 credits. *Social Science.*

HIS 145+

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American scene since World War II. Application of historical perspective will be used to analyze contemporary issues. 3 credits. *Social Science.*

HIS 260

The Vietnam War

This course on the Vietnam War was designed to provide an understanding of the historical, social, political, and personal reasons for the U.S. involvement in the Vietnam conflict. Students will relate the historical background, trace the social and political influences, and examine the motivations of decision makers prior to and during U.S. involvement. 1credit. *Social Science*

HIS 301

United States Constitution

This course is an in-depth study of the historical development and interpretation of the U.S. Constitution. 3 credits. *Social Science*

HIS 311

Nevada and U.S. Constitution

This course is a study of the history and development of the U.S. Constitution, together with a study of the elements of the Nevada Constitution and its development, with emphasis on the twentieth century. 3 credits. (Nevada students only.) *Social Science*

HUM 100

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. 3 credits. *Humanities*

HUM 102

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. 3 credits. *Humanities*

HUM 105

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, the conflicts that heroes encounter, and how ancient heroes relate to heroes today. 3 credits.

HUM 300

The Global Village

This course examines the traditions and new developments inherent in the performing art genres, providing participants an overview of history elements found in the practice of live performance today. Through a highly interactive and experiential format, the course focuses on artistic components, which integrate to create the performance experience both “behind the scenes” and from an audience perspective. 1credit. *Humanities*

HUM 301

History of the Performing Arts

This course examines the traditions and new developments inherent in the performing art genres, providing participants an overview of history elements found in the practice of live performance today. Through a highly interactive and experiential format, the course focuses on artistic components, which integrate to create the performance experience both “behind the scenes” and from an audience perspective. 1credit. *Humanities*

HUM 335

Spanish Language and Cultural Field Study

This course offers students the opportunity to become familiar with the language and culture of Mexico through a combination of formal study and on-site field experiences. The course includes study of Mexican history and society as well as language training appropriate to the student’s existing skill level. 6 credits. (Must be taken concurrently with COMM 335). *Humanities*

HUM 466

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. 3 credits.

LIT 225

Literature in Society

This course is an introduction to social and cultural themes in literature. Readings are taken from literature of different genres and cultures. Students study the literature in thematic units and make connections to their own lives and cultures. 3 credits. *Humanities*

LIT 260

Selected Authors of the Victorian Age

This course is a study of major writers and/or literary works that deal with the 19th century Victorian Age. The Victorian authors selected for study are Charles Dickens, George Eliot, and William Makepeace Thackeray. The works of these authors that are focused on herein are: David Copperfield, A Tale of Two Cities, Great Expectations, Silas Marner, Middlemarch, and Vanity Fair. Emphasis is on the literary styles, themes, symbolism, and attitudes toward work/skilled status, class, women, and children. 1 credit. *Humanities*

LIT 320+

Business Literature

Both classic and contemporary American business literature are analyzed. Students compare and contrast different methods and writing styles used to describe American business, and critically analyze the impact of current business literature on the modern day business enterprise. 3 credits. *Humanities*

LIT 350+

Contemporary Southwest Literature

This course explores exemplary fiction, poetry, and creative nonfiction by contemporary Southwestern writers. Selections focus on the Southwestern landscape and on prominent cultural issues associated with the region. 3 credits. *Humanities*

LIT 400

Literature of the Workplace

This course explores a selection of contemporary literature that typifies a new genre of letters: Creative writing about business by men and women of business. There is an opportunity to respond to a variety of focal points, including, but not limited to, literary techniques used by the authors, the human experience as represented in literature (the short story, essay, and poem), and the larger social impact of the themes being explored. 1 credit. *Humanities*

MGT 270

Management and Supervision

This course explores the role of the first-line manager within the organizational structure. Emphasis is placed upon the application of the management functions in effective supervision of subordinates. The course is designed to provide the student an opportunity to examine skills, techniques, and instruments that may be used in the work environment to improve supervisory effectiveness. 3 credits. *Business Elective*

MGT 304 †

Service Operations Finance

This course covers the basic principles of finance that are essential to a service operations manager, including evaluation of profit/loss statements and identification of finance and accounting terminology. Cost-benefit analysis, budgeting, financial mathematics, and cost of capital are also covered. *Business Elective* 3 credits.

MGT 330 †

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. 3 credits.

Prerequisite: GEN 300

MGT 331 †

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. 3 credits.

Prerequisite: GEN 300

MGT 350 †

Critical Thinking: Strategies in Decision Making

The 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. 3 credits.

Prerequisite: GEN 300

MGT 415 †

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. 3 credits. *Business Elective*

MGT 426 †

Managing Change in the Workplace

This course provides an overview of the methods and techniques required of supervisory and management personnel responsible for managing change. Students learn to identify and develop strategies for managing organizational aspects of change, shifts in leadership, reorganizations, working conditions, technological change, and workforce issues. Issues related to change imposed by the government are also covered. In addition to developing strategic planning skills for managing change effectively, students gain expertise in applying communication strategies that deal with change. 3 credits. *Business Elective*

MGT 431 †

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. 3 credits. *Prerequisite: COMM 215, GEN 300, MGT 330, MGT 331, and MGT 350*

MGT 434 †

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. 3 credits. *Prerequisite: COMM 215 and GEN 300*

MGT 437 †

Project Management

This course examines project management roles and environments, the project life cycle, and various techniques of working, planning, control, and evaluation for project success. 3 credits.

Prerequisite: GEN 300, MGT 330, MGT 331, and MGT 350

MGT 442 †

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. 3 credits. *Business Elective*

MGT 448 †

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. 3 credits.

Prerequisite: GEN 300, MGT 330, MGT 331, and MGT 350

MGT 449 †

Quality Management and Productivity

This course examines the concepts of continuous improvement and views quality as a systematic process that improves customer satisfaction. The course covers methodologies that will aid managers in assuring that the company's quality system is effectively meeting the company's continuous improvement goals. 3 credits.

Prerequisite: GEN 300, MGT 330, MGT 331, and MGT 350

MGT 460

Operations Planning and Control

This course is a summary of production management techniques and the joint problems of managing people, equipment, material, and physical plants. Emphasis is placed on the systems approach to allocate resources effectively in achieving organizational goals. 3 credits. *Business Elective*

MKT 421 †

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. 3 credits.

Prerequisite: COMM 215

Prerequisite: GEN 300, MGT 330, MGT 331, and MGT 350 *Finance courses (varies per program)*

MKT 438 †

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. 3 credits.

Prerequisite: COMM 205 or COMM 215, GEN 300, MGT 330, MGT 331, and MGT 350

MKT 450 †

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. 3 credits.

Prerequisite: MKT 421, GEN 300, MGT 330, MGT 331, MGT 350

MKT 463 †

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. 3 credits.

Prerequisite: GEN 300, MGT 330, MGT 331, MGT 350, and MKT 421

MKT 467 †

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. 3 credits.

Prerequisite: GEN 300, MGT 330, MGT 331, MGT 350, and MKT 421

MKT 469 †

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. 3 credits.

Prerequisite: GEN 300, MGT 330, MGT 331, MGT 350, and MKT 421

MTH 208

College Mathematics I

This course begins the demonstration and examination of various basic algebra concepts that is continued in MTH 209. Applications to real-world problems are emphasized. 3 credits.
Mathematics

MTH 209

College Mathematics II

This course continues the demonstration and examination of basic algebra concepts that was begun in MTH 208. The concepts and skills built in this class serve as a foundation for subsequent quantitative course work. Real-world applications are emphasized. *Mathematics (course length varies)* 3 credits.

Prerequisite: MTH 208

MTH 212

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. 3 credits.

MTH 401 †

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. 1 credit.

NTC 360.1

Network and Telecommunications Concepts

This course provides an overview of telecommunication systems in a business environment. Topics covered include standards, telephony, networks, and telecommunication applications. Terminology and basic concepts are emphasized. 3 credits.

Prerequisite: POS 335.1

NTC 410

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. 3 credits.

Prerequisite: NTC 360

NTC 440

Advanced Windows NT

This course provides an in-depth analysis of Windows NT facilities, controls, and architecture of the operating system. 3 credits.

Prerequisite: POS 425

NUR 200

Introduction to Critical Thinking: Decision Making in Nursing

This course introduces critical thinking skills and strategies in nursing. The course builds upon what the student brings to the learning experience and provides opportunities to explore a diversity of ideas and outcomes, while applying the nursing process across the health care continuum. The nursing process is the essence of nursing practice and provides the theoretical underpinnings of quality nursing care. The course's focus on critical thinking places the appropriate emphasis on the nursing process and enables the use of intellectual, interpersonal, and technical skills to succeed in nursing. Experienced nurses will refine their thinking and rediscover lost aspects in their application of the nursing process. 3 credits.

NUR 205

Transition to Professional Nursing

This course builds upon the experience of the LPN/LVN transitioning to the RN role and provides opportunities to explore a diversity of ideas and outcomes while applying the nursing process across the health care continuum. The nursing process is the essence of nursing practice and provides the theoretical underpinnings of quality nursing care. The course's focus on critical thinking places emphasis on the nursing process and enables the use of intellectual, interpersonal, and technical skills to succeed in nursing. Experience LPN/LVN's will be empowered to enhance their critical thinking skills in their application of the nursing process. 3 credits.

NUR 206

Nursing Diagnosis (military transition course)

The nursing process is the essence of nursing practice and provides the theoretical underpinnings of quality nursing care. This course builds upon the technical skills learned in military training, and transitions this student to focus and correlate nursing care with an emphasis on the application of the nursing process, and the use of intellectual, and interpersonal skills needed to succeed in nursing. 3 credits.

NUR 214

Nursing Management of the Medial/Surgical Client I

The course focuses on circulatory, respiratory, endocrine and fluid and electrolyte conditions related to adults. The nurse's role in the assessing, planning, implementing, and evaluating interventions based on data analysis is emphasized.

Preceptored clinical experiences allow students to demonstrate and apply theory to practice. 3 credits.

NUR 215

Nursing Management of the Medical Surgical Client II

This course continues on build on the concepts and conditions introduced in the previous course. Students will add the focus of gastrointestinal, neurological, musculoskeletal and genitourinary conditions to the care management of complex adult clients. The nurse's role in the assessing, planning, implementing, and evaluating interventions based on data analysis is emphasized. Preceptored clinical experiences allow students to demonstrate and apply theory to practice. 3 credits.

NUR 220

Maternal Child Nursing

This course focuses on the management of the women's health issues across the life span. Emphasis is placed on the concepts of normal reproductive and childbearing events, as well as the assessment of health issues specific to women. Preceptored clinical experiences allow students to demonstrate and apply theory to practice. 3 credits.

NUR 225

Nursing Management of the Pediatric Client

This course focuses on the management of pediatric clients through a wellness and illness continuum. Students apply concepts related to growth and development. Students explore methods for assisting family response to pediatric illness and chronic conditions. Preceptored clinical experiences allow students to demonstrate and apply theory to practice. 3 credits.

NUR 230

Psychiatric/Mental Health Nursing

This course focuses on the nursing concepts related to chronic and acute alterations in health and psychiatric/mental disorders. Emphasis is placed on human behavior as it relates to function, alteration and disruption of mental processes. Current psychiatric treatment modalities and psychosocial rehabilitation will be examined. Preceptored clinical experiences allow students to demonstrate and apply theory to practice. 4 credits.

NUR 235

Nursing Management of the Geriatric Client

This course examines the unique health and nursing needs of elderly clients. Social, economic, moral and ethical issues, which are implications for our aging society, will be discussed. Preceptored clinical experiences allow students to demonstrate and apply theory to practice. 3 credits.

NUR 390

Introduction to Professional Nursing

This course focuses on the professional role development 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. 3 credits.

NUR 402✦

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. Change theory is presented to provide insight into facilitating behavioral change in individuals, and the theoretical concepts used throughout the remainder of the BSN program are introduced. 3 credits.

Prerequisite: NUR 390, English proficiency, critical thinking.

NUR 420

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 holistic health assessment. 3 credits.

Prerequisite: NUR 390

NUR 425

Health and Disease Management

This course focuses on the development of a framework that enhances the nurses' understanding of the physiological changes related to disease processes. Promotion of therapeutic nursing interventions that promote wellness and foster health independence will be stressed. The psychosocial impacts for clients with chronic illnesses and the aged populations will be discussed. 3 credits.

Prerequisite: NUR 390

NUR 429

Issues and Strategies in Nursing Research Utilization

This course covers the development of basic research knowledge and skills to prepare the professional nurse to be a consumer of research by utilizing the research process in the nursing, client, and health care systems. The focus of this course is on the use of findings from scientific investigations in responding to nursing problems. Ethical issues in research and critique of nursing and health care research studies are also included. 3 credits.

Prerequisite: NUR 390

NUR 464

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. 3 credits.

Prerequisite: NUR 402

NUR 467

Clinical Integration: Nursing Management of Families

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 practicum provides experiences across the life span. These experience 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. (45 clinical hours) 3 credits.

Prerequisite: NUR 464

NUR 471

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 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 workshops provide the framework for the development of skills of community focused practice. 3 credits.

Prerequisite: NUR 402

NUR 473

Clinical Integration: Partnership in Community Practice

This course focuses on the utilization of theory-based practice to promote the care of population aggregates and communities. Students complete 5 workshops and 45 hours of practicum which provides experiences with aggregates in a variety of settings 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 data bases. 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 facilitated. Clinical integration and application of theories introduced in the community course are the framework of this course. (45 clinical hours) 3 credits.

Prerequisite: NUR 471

NUR 478

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. 3 credits.

Prerequisite: NUR 390

NUR 486

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. (20 clinical hours) 3 credits.

Prerequisite: All required core courses.

PHL 215+

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. 3 credits. *Humanities.*

PHL 251+

Critical Thinking

This basic logic course helps students develop the ability to think both clearly and critically primarily in the disciplines of inductive and deductive logic. Emphasis is placed on the recognition of fallacious reasoning, unclear or misleading language, and manipulative techniques in various forms of communication. 3 credits. *Humanities.*

PHL 323 †

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. 3 credits. *Humanities*.

PHL 352

Exploring Feminist Ethics

Exploring Feminist Ethics is a course that provides the student either male or female with an introduction to the new discipline of "Ethics from the Perspective of Female Humans." This ethical perspective offers a critique of traditional Western Ethics, and a new basis for the consideration of ethics. 3 credits.

PHL 443

Mind and Machine

This course examines the similarities and differences between human and artificial intelligence, the practical and logical difficulties of comparing the two, and the social and ethical implications of future developments in artificial intelligence. 3credits. *Humanities*.

PHL 456

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 and cultural elements that influenced their development. The salient aspects of creativity will be assessed from a cross-cultural perspective. The relationship between creativity and critical thinking will be explored. Students will apply critical thinking skills to controversial contemporary issues, and evaluate the relationship between critical thinking and moral reasoning. 3 credits.

PHL 464

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." 3 credits.

PHL 466 †

Foundations of the Free Market System

This course is a study of the philosophical and historical foundations of the free market system. Students will study the theories of Plato, Adam Smith, George Hegel, Karl Marx, etc., and examine their influences on the development of the free market economy, the rise of the middle class, and the concept of individual freedom. The origins of business organizations and international trade and commerce will also be discussed. This course provides an example of how ideals are formed and how they change the world. 3 credits. *Humanities*.

POL 215

State and Local Political Processes

This course examines the structure and operation of state and local governments and the ways in which governments respond to social, political, and public policy challenges. 3credits. *Social Sciences*.

POL 443 †

Wealth and Power in America

This course presents ideas concerned with the distribution of wealth and power in America, and the validity of those ideas tested against accepted rules of investigation and evidence. Conflicting ideas, including publications and public statements, are examined and tested for validity. The techniques of misinformation and disinformation are discussed, and their use in arousing irrational or emotional responses are examined. 3 credits. *Social Sciences*.

POL 469

Contemporary Political Thought

This course provides a broad overview of fifteen 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. Each issue is discussed from two 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. 3 credits.

POS 355.1

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. 3 credits.

Prerequisite: CIS 319

POS 360

Programming Concepts

This course provides the conceptual foundation for the logical structures necessary to develop business-related computer software programs. Topics include input/output operations, variables, functions, conditional structures, looping, arrays, and computer program development. 3 credits.

Prerequisite: POS 355.1

POS 370

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. 3 credits.

Prerequisite: POS 355

POS 400

Introduction to Object-Oriented Programming

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. 3 credits.

Prerequisite: POS 370

POS 405

Advanced Visual Basic

This course continues the subject in POS 400, Introduction to Object-Oriented Programming. 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*. 3 credits.

Prerequisite: POS 400

POS 406

Computer Programming I

This course develops the skills and knowledge necessary to produce beginning computer programs. The Java® programming language is used. 3 credits.

POS 407

Computer Programming II

This course continues the subject in POS 406, Computer Programming I. Topics include designing complex applications and the use of data files. 3 credits.

POS 410

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*. 3 credits.

Prerequisite: DBM 405

POS 420

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. 3 credits.

Prerequisite: POS 355

POS 425

Introduction to Windows NT

This course is a survey of *Windows NT*. Topics emphasize the structure and the various applications supported by *Windows NT*. 3 credits.

Prerequisite: CMGT 450

POS 426

Windows 2000

This course is a survey of *Windows 2000*. Topics emphasize the structure and the various applications supported by *Windows 2000*. The course uses *Windows 2000* simulations. 3 credits.

Prerequisite: NTC 360

POS 427

Windows Networking

This course is a survey of Windows Networking. The course uses simulations. 3 credits.

POS 440

Introduction to C++

This course introduces the student to C++ . Topics include C++ basic, selection and repetition structures, sequential files, arrays, and C++ libraries. 3 credits.

Prerequisite: CMGT 450

POS 450

C++ Programming

This course builds upon the Introduction to C++ programming class. Class assignments consist of weekly programming projects that build on one another and lead toward a complex C++ application. 3 credits.

Prerequisite: POS 440

PSY 200 †

Introduction to Psychology

This course will provide an overview of basic psychological principles that will allow for an understanding and appreciation of the wide variety of human behavior that effects everyday life. From a historical perspective, and with attention to research-based behavioral science, students will be provided an opportunity to hone their critical thinking skills in relation to psychology. 3 credits. *Social Science*.

PSY 250

Psychology of Personality

This course examines leading theories of personality and analyzes the roles of such factors as environment, social learning, training, mental disorders, intelligence, creativity, and family structure on personality development. Emphasis is on application for personal growth, interpersonal relationships, and organizational processes. 3 credits. *Social Science*.

PSY 301

Emotional Intelligence

This course examines the concepts and practical applications of emotional intelligence. Its focus is the basic skills in emotional intelligence, strategies for developing basic skills and strategies for dealing with others of varying emotional backgrounds and competency levels. 1credit. *Social Science*.

PSY 320

Human Motivation

This course examines the major issues and organizing principles that delineate the topic of motivation. Various theories will be assessed to understand motivation and analyze diverse motivation systems in terms of their primary components of biological, learned, and cognitive behavior. 3credits. *Social Science*.

PSY 350

Adult Development

Study of physical, mental, emotional, and social phases of adult development from age 20 to death. Roles and responsibilities associated with career, marriage, parenthood, and retirement are discussed. 3 credits. *Social Science*.

PSY 425

Chemical Dependency in the Workplace

This course studies the disease of chemical abuse including dependency and addiction as it evolves and relates it to the individual, family, and society with an emphasis on the employer and work environment. The most frequently abused drugs are discussed to provide assistance in identifying impaired work performance. Examination of employee assistance programs and policies/procedures are included. The legal and ethical implications of chemical dependency in the workplace are addressed. 3 credits. *Social Science*

PSY 428

Organizational Psychology

This course is concerned with analyzing the organizational structure and attempting to maximize and achieve performance excellence through individual and work groups by facilitating an understanding how psychology influences the outcome of work. Understanding customer relationships is also explored. 3 credits.

PSY 430

Team Dynamic for Managers

This course provides an exploration into how employees assigned in teams' function for the completion of organizational objectives. Emphasis of the growing dependency of self-directed work teams is provided. This course equips students with the ability to successfully assign subordinates to a team, manage work teams, and how to gain successful results via team dynamics. Impacts upon customer satisfaction are explored. 3 credits.

QNT 424.3

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. 3 creditss.

Prerequisite: MTH 410

QNT 436.3

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. 3 credits.

Prerequisite: Math proficiency or MTH 209

REL 333✦

World Religious Traditions I

The major historical developments, structural cosmology, values, and symbolic interpretation of the Hindu, Buddhist, Confucian, and Taoist religious traditions are studied. 3 credits.
Humanities

REL 334✦

World Religious Traditions II

The major historical developments, structural cosmology, values, and symbolic interpretation of the Judaic, Christian, and Islamic religious traditions are studied. 3 credits.
Humanities

RES 320

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. 3 credits.

RES 341+

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. 3 credits.

Prerequisite: GEN 300, Math proficiency

RES 342+

Research and Evaluation II

This course is designed to equip the students with business research techniques and statistical tools. The student will be able to identify a problem, research, evaluate, and recommend alternatives to improve a situation, solve a problem, or change a process in a business environment. 3 credits.

Prerequisite: RES 341, GEN 300, and Math proficiency

SCI 160

Introduction to Life Sciences

This course provides a general introduction to biology for non-science majors emphasizing the diversity of life forms, the structure and processes of living organisms and the human and social implications of the life sciences. 3 credits. *Science/Technology, Physical/Biological Sciences*

SCI 220+

Human Nutrition

This course provides an overview of nutritional concepts as related to therapeutic dietary planning, including the physiological and sociocultural aspect of human nutrition. Students analyze and plan diets. 3 credits. *Science/Technology, Physical/Biological Sciences*

SCI 256

People, Science and the Environment

This course explores the interrelationship of human beings and their living and nonliving environments. The role of science in helping to define and address problems that stem from these interactions is examined. 3 credits. *Science/Technology, Biological/Physical Sciences*

SCI 300

Paradigms of Health

This course provides an overview of health and wellness in today's society. Emphasis is placed on the role of the individual in attaining his or her personal level of wellness through a holistic preventive model. 3 credits. *Science/Technology.*

SCI 301+

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. 1 credit. *Science/Technology.*

SCI 350+

Astronomy

This course introduces students to scientific study of the earth, its solar system, space, stars, galaxies, and the universe. Includes an overview of historical developments in astronomy from ancient mythology to modern science. 3 credits. *Science/Technology, Physical Sciences.*

SCI 362

Environmental Science

This course explores the application of the fundamental concepts of air and water pollution, solid and hazardous wastes, radiation, occupational safety and health, and environmental law in the business organization. 3 credits. *Science/Technology, Physical Sciences.*

Prerequisite: SCI 256

SCI 405

History of Science

This course provides a broad overview of the development of science from its earliest roots through the 15th century. Beginning with the prehistoric origins of science, the course proceeds through the science of ancient Egypt, Mesopotamia, Greece, and Rome and the science of medieval Islam and Christendom. The course will address science in antiquity through the middle ages from a philosophical, religious, and institutional perspective. Upon completion of this course, the student will be able to recognize the nature of early scientific achievements and their conceptual and institutional origins; to understand how these achievements were related to each other and to other cultural currents, particularly in philosophy and religion; and to appreciate how transformation in scientific though drastically changed views of nature and humankind's place in nature. 3 credits. *Science/Technology.*

SCI 455

Intellectual Inquiry

This course introduces students to the fields of intellectual inquiry and scientific thought, including a conceptual overview of the dominant paradigms of scientific knowledge. Elements of the scientific method will be addressed and applied to the solution of common problems. Students will use principles of intellectual inquiry to evaluate information from diverse sources. 3 credits.

SOC 101✦

Contemporary Issues in America Business

This course is a study of management techniques and their application to the issues of today. 3 credits. *Social Science*.

Prerequisite: GEN 101

SOC 200✦

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.

3credits. *Social Science*.

SOC 300

Introduction to Southwest Studies

Overview of the history and culture of the Southwestern United States. This course focuses on ancient and modern Native American groups, early explorers, and the historical development of the region's society, economy, and politics.

3credits. *Social Science*.

SOC 315

Cultural Diversity

This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class, and cultural background. 3 credits. *Social Science*.

TEC 205

The Engineering Process

Introduction to the role of engineering in applying science and technology to material culture. The course provides an overview of problem solving approaches used by engineers and the inter-relationships among science, technology, and society. 3 credits. *Science/Technology*.

TEC 401

Human Factors in Technology

This course provides an understanding of 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 be exposed to the sensitive impact of an ever increasingly association with E-Commerce upon the workforce. Impacts upon customer relationships are explored. 3 credits.

WEB 350.1

The Internet: Concept and Applications

This course examines the Internet and provides an integration of information technology subjects. Topics include the history, facilities, services, and trends of the Internet. The functions of information technology that support e-Business are emphasized. 3 credits.

Prerequisite: CIS 319

WEB 400

Web Programming

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. 3 credits.

Prerequisite: WEB 350.1

WEB 410

Web Programming I

This course covers the design and application of hypertext markup language (HTML), which is used to create documents on the World Wide Web. Topics include structure, presentation format, links, images, tables and frames. *JavaScript®* and *XML* are also introduced. The course uses *HTML* and *JavaScript®*.

3credits.

Prerequisite: POS 370

WEB 420

Web Programming II

This course continues the subject in 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. The course uses *JavaScript®* and *Java®*. 3 credits.

Prerequisite: WEB 410

WEB 430

Web Programming III

Building upon Web Programming I and II, this course covers *Java®*. Emphasis is placed upon the appropriate use of the programming tools introduced. The student will create basic *Java®* programs and applets. 3 credits.

Prerequisite: WEB 420

WEB 445

Web Server Administration

This course familiarizes the student with the client/server architecture associated with the World Wide Web and Intranets. Topics will include security and performance issues, firewalls, and Web server software products. 3 credits.

Prerequisite: CMGT 450

WEB 450

The Web: Current Topics

The World Wide Web is one of the most dynamic computer environments. Web technologies are constantly changing. This course is based upon current topics dealing with the Web, in order to provide a means of staying abreast of that constant change. Topics include the latest programming languages, security developments, network and telecommunication technologies and business applications. 3 credits.

Prerequisite: WEB 445

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 any required prerequisites.

Courses available through Online are noted with a † symbol.

ACC 529†

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 the balance sheet, income statement, statement of cash flows, financial statement analysis, and internal techniques. 3 credits.

Prerequisite: COM 515

ACC 563†

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 commerce, and the role of information systems in a business enterprise. 3 credits.

Prerequisite: CIS 564.4, ACC 529.

ACC 573†

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. 3 credits.

Prerequisite: ACC 529

ACC 583†

Advanced Corporate Income Tax

This course presents the aspects of the formation, reorganization, and liquidation of corporations and the impact on shareholders. Taxation issues involved in the partnerships, corporations, and S-Corporations are examined, as well as estate and gift taxes, basic tax planning, and research. 3 credits.

Prerequisite: ACC 529

ACC 593†

Accounting Theory

This course focuses on accounting conceptual framework, accounting concepts, standard setting measurement and recognition issues, and characteristics of accounting information. 3 credits.

Prerequisite: ACC 529

ACC 595†

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. 3 credits.

Prerequisite: All other required courses

BUS 721

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. 3 credits.

BUS 731

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. 3 credits.

BUS 732

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. 3 credits.

CIS 564.4 †

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. 3 credits.

Prerequisite: COM 515

CMGT 555

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. 3 credits.

Prerequisite: CSS 561

CMGT 574 †

CIS Business Communications

This course provides the student with the opportunity to gain proficiency in both the written and oral presentation skills necessary for effective communication by a manager of technology. Through class discussion, written and electronic communications, and oral presentations, students will learn how to present and explain technical information to non-technical managers and employees. Students will review examples of technical information from various sources to learn the best and worst practices for both oral and written presentations. Students will analyze the elements of effective oral and written communication. 3 credits.

CMGT 575 †

CIS Project Management

This course addresses the process 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. 3 credits.

Prerequisite: CMGT 555

CMGT 576 †

Programming Management

This course provides an understanding of programming environments from a managerial perspective. COBOL, C/C++, Java®, Visual Basic, HTML, XML, and JavaScript® are compared and contrasted. Advantages and disadvantages of various languages are analyzed in business and technical applications. 3 credits.

Prerequisite: CSS 555, and CMGT 585

CMGT 577 †

CIS Business Financial Management

This course provides the non-financial manager or professional with a practical understanding of Accounting and Finance. Participants examine concepts and financial tools with an emphasis on their application to the IT environment. 3 credits.

CMGT 578 †

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. 3 credits.

CMGT 579 †

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. 3 credits.

CMGT 580 †

CIS Contracts, Ethics & Intellectual Property

This course covers the interaction of law and ethics for management. Topics to be covered include management of intellectual property as a business asset, resolving legal conflicts, fair use practice, and ethical application of information in society and on the information superhighway. 3 credits.

CMGT 581 †

CIS Organization & Management

This course examines various issues relative to the management of information technology (IT) in a business environment. Topics include: organizing the IT resources, staffing, personnel management, information systems/services department functions and processes, planning, the role of a CIO, management of information technology resources and the impact of new technologies. 3 credits.

CMGT 585

CIS Risk Management and Strategic Planning

This course provides the knowledge and skills to develop effective short, intermediate, and long-range strategic information systems plans. Information technology security and disaster recovery plans are also examined. 3 credits.

CMHC 538

Advanced Clinical Assessment

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 evaluated. Psychometric properties of tests are recognized as playing an important role in test selection. This course provides students with introductory experience in administering, interpreting, and reporting test results. It also enhances the students' ability to understand test reports. 3 credits.

CMHC 545

Psychopharmacology

This course examines the history, biochemistry, main effects, 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 contraindications. Ethics and methods of working with medical personnel are included. 3 credits.

CMHC 550.2

Human Sexuality

This course is intended to provide basic information regarding sexuality, including anatomy, physiology, normal functioning, psychosexual development, gender roles, sexual orientation, sexual abuse and trauma, and typical sexual disorders. Counseling interventions will be presented. The importance of positive sexual attitudes will be emphasized. 3 credits.

CMHC 560.2

Dependency and Addictions

This course addresses chemical dependency, eating disorders, codependency, and gambling. Throughout, comparisons will be made between counseling people with problem dependencies and traditional counseling approaches. Topics include assessment of the chemically dependent, eating disorders, codependency, gambling and other problem dependencies, and the application of appropriate counseling methods and techniques. 3 credits.

CMHC 565

Advanced Personality Theory

This course assumes a basic knowledge of personality theories. The course focuses on understanding several models of personality theory and applying this knowledge to the clinical setting. Students develop a personal theory of human behavior, based on a thorough review of current personality theories, an evaluation of the empirical basis of those theories and application to case studies. 3 credits.

CMHC 570

Seminar in Mental Health Counseling

This seminar will be a capstone course, bringing together and helping the student integrate the foundations, contextual dimensions, and knowledge and skills necessary in the practice of mental health counseling. 4 credits.

CMHC 585

Counselor Supervision

This course is an overview of the essential knowledge, skills, and legal and ethical issues in the clinical supervision of mental health professionals. Emphasis is on developing a practical model of clinical supervision. 1 credit.

CMHC 599 A/B/C

Internship/Portfolio III

This three part course provides the opportunity for students to practice the knowledge and skills learned in their course of study. Students are placed in mental health agencies for a 900-hour internship experience under the direct supervision of a qualified mental health professional. This gives them mental health counseling experience in a variety of activities that a regularly employed counselor might perform. 9 credits.

Prerequisites: CNSL 591

CMP 520 +

Learning and Technology

This course will provide the student with an understanding of learning models and the impact technology can have towards enhancing and enriching the learning strategies that integrate technology as a vehicle in the differentiation of curriculum. Using technology tools for solving a variety of problems, evaluating student performance, and implementing distance learning systems will also be explored. 3 credits.

CMP 521 +

Using Computers in Education

This course examines how emerging technology can affect the classroom teacher, school administrator, school board member, student, and parents. It explores how technology influences curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge are also the focal points of this course. This course uses a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction. 3 credits.

CMP 522 +

Critical Issues in Educational Technology

This course will introduce to the student research relative to the integration of technology into K-12 school systems, how to decode and apply research into K-12 technology integration initiatives. Students will also investigate current and future technology advancements in hardware, software, networking, support and training as well as the impact these advances might have on K-12 schools. Basic issues relating to ethics and equity will also be introduced. 3 credits.

CMP 530+

Ethics and Technology in Education

This course is designed to introduce the ethical issues relating to the use of technology in education. The course will examine the present and future controversies surrounding the integration of technology into the instructional process and educational institutions. Students will address 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. 3 credits.

CMP 540+

Integrating Educational Technology in the Classroom

This course focuses on the selection and use of various technologies and software applications for K-12 curricula. Topics to be explored include the construction of units, classroom management issues, and student assessment criteria to assist teachers in the process to effectively integrating technology into subject matter curricula. 3 credits.

CMP 555+

Designing and Producing Educational Technology

This is a comprehensive course that first considers the process used to design educational technology products. Next, a careful analysis will be made of the various elements of design including opportunities to analyze and evaluate actual developed products. Students will be able to examine media-based instructional materials and evaluate their effectiveness in learning environments. Emphasis will be placed on best practices that utilizes modern technologies. 3 credits.

CMP 560+

Instructional Multimedia Authoring

This course is designed to give students the opportunity to use a several multimedia authoring approaches as they develop their abilities to analyze and synthesize available research in a number of electronic and hard copy formats. After analyzing the available research on instructional design, current theories of learning, and the role of multimedia in learning, students will create instructional courseware using a minimum of two selected multimedia authoring programs. This course provides students with first-hand experience in the methodologies of multimedia presentation development as they apply to classroom learning environments. The course also provides students an opportunity to utilize a variety of techniques and methods to develop effective and relevant multimedia learning activities. 3 credits.

CNSL 501

Introduction to Graduate Portfolio

This non-credit course provides the prospective student with orientation and practice for the skills and knowledge assessed in Portfolio I. Portfolio I must be passed before a student may be admitted to any Department of Counselor Education program. 0 credit.

CNSL 505

Life Span 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, culture and social roles. Students evaluate clinical situations and assess potential therapeutic interventions in context. 3 credits.

CNSL 511

Professional Counseling Assessment Portfolio I

Portfolio I replaces admission testing with an assessment which samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the learning and practice of counseling. Portfolio I is a workshop, 1hour, non-credit course which helps determine student appropriateness for the program. The purpose of the assessment process is twofold: 1) to help the student evaluate his or her aptitude for the counseling program and 2) to evaluate the candidate's readiness for admission. 0 credit.

CNSL 515

Professional Counseling Communication Skills

This course provides students with opportunities to build their oral and interpersonal communication skills. As an essential component to professional counseling, students are exposed to communication theory and integration of communication skills into the counseling process. The influence of multicultural diversity and the environment in which communication occurs are explored. 2 credits.

CNSL 520

Counseling Models and Theories

This course enables students to differentiate among the primary theoretical models of counseling practice such as psychodynamic, existential and emotive, cognitive-behavioral, and systems. Emphasis is on the importance of students recognizing belief systems which accurately reflect their own personal style and to recognize strategies and approaches likely to be most successful with a varied 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. 3 credits.

CNSL 527

Legal and Ethical Issues in Professional Counseling

This course emphasizes the legal and ethical responsibilities of the counseling professional. Students become familiar with the code of ethics and legal parameters of their discipline in order to effectively interpret and act upon situations in an appropriate and effective manner. Content includes such issues as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision making models. 3 credits.

CNSL 530.4

Professional Counseling Assessment Portfolio II

Professional Counseling Assessment Portfolio II helps students integrate and evaluate their learning to this point. 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 professional competence and personal growth. 1 credit.

Prerequisites: CNSL 537, CNSL 548, Portfolio I

CNSL 534

Social and Multicultural Foundations

This course is designed to be a comprehensive foundation for understanding diversity among clients and family systems in a pluralistic society. Emphasis will be on counseling differences based on age, race, family background, ethnicity, religious preferences, gender identification, physical/mental limitations, etc. 3 credits.

CNSL 537

Introduction to Clinical Assessment

This course focuses on the critical examination of models and tools in the area of clinical assessment. Family systems and developmental models of diagnosis, assessment, treatment, and referral allows students to continue to build a framework for professional counseling practice. Emphasis is on assessment of psychopathology, using the *Diagnostic and Statistical Manual* and developmental and behavioral assessment. Students have opportunities to experience intake interviews, take psychosocial and sexual histories, conduct mental status exams, and perform life style and cognitive assessments. 4 credits.

CNSL 540

Career and Life Planning

This course is a comprehensive overview of career planning with an emphasis on the application of the techniques, theories, and methods of assessment. Historical developments, career development theories, career life-planning procedures, career counseling resources, implications for special populations, and prominent research concerning work and how it relates to individual functioning are analyzed and discussed. 3 credits.

CNSL 548

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, working with family systems, and multicultural diversity. 4 credits.

CNSL 553

Group Counseling

This course provides students with intensive skill-building in group counseling. Content emphasizes such areas as different types of groups, group dynamics, group norms and boundaries, leadership styles, facilitation and co-facilitation, and treatment plans. Confidentiality, selection procedures, ethics, and multicultural diversity are included as key components to effective group counseling practice. 4 credits.

CNSL 555

Counseling Psychometrics

This course integrates testing and clinical appraisal procedures with a counseling relationship. The focus is on the uses of tests in counseling. Psychometric properties of tests, test selection criteria, administration, interpretation, and reporting of test results are emphasized. 2 credits.

CNSL 570

Critical Analysis in Research

This course is an overview of the fundamentals of research and evaluation as they relate to educational, mental health, and community counseling as well as marriage and family counseling and therapy. The goals of the course are to help students become critical consumers of research and to develop the basic skills to generate a research proposal. 3 credits.

CNSL 580

Management and Supervision in Professional 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 and supervision, particularly as they relate to recent changes in the mental health care delivery system. 2 credits.

CNSL 586

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. The contextual dimensions are studied 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. 4 credits.

CNSL 591O

Practicum/Internship Orientation

This course provides an orientation to practicum and internship. 0 credit.

CNSL 591

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 further development. Individualized practice sessions and feedback are designed into the course. 4 credits.

Prerequisite: CNSL 530

CNSL 599A/B

Internship/Portfolio III

Counseling internship is a 600 hour clinical experience required of all MC/CC students. Divided into 300 hours sections, each lasting 15 weeks, CNSL 599 A&B comprise Portfolio III of the counseling portfolio series. Students are placed in community counseling agencies for 20 to 32 hours per week where they provide clinical services to clients under the direction of an approved agency site supervisor. 6 credits.

Prerequisite: CNSL 591

COM 515+

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. 1 credit.

COM 516+

Professional Communications

This course provides new graduates 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 communications, methods for findings and evaluating course resources, the purpose and use of portfolios, program standards, and critical thinking. 1 credit.

COM 705

Communication Strategies

This three-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within the 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. 1 credit.

CSS 553+

Software Engineering

This course explores the framework and strategy for creating an environment to develop and engineer software according to the business needs of an organization. The course teaches the techniques of software engineering while focusing on the quality of development and the support of business objectives during the software engineering process. 3 credits.

Prerequisite: POS 568

CSS 558+

Database Concepts I

This course examines database concepts from a business perspective. 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 emphasizes organizing data resources within a business enterprise from a managerial perspective. 3 credits.

Prerequisite: CMGT 555

CSS 559+

Data Base Concepts II

This course continues the subject of CSS 558, Database Concepts I. The course focuses on database management systems from a business managerial perspective. MS Access, Oracle, DB2, and SQL Server are compared and contrasted. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. 3 credits.

Prerequisite: CSS 559

CSS 561

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. 3 credits.

CSS 586

Information Technology Application Project

This course provides the student with an opportunity to develop a topic in the CIS field under the direction and supervision of a faculty member. A project proposal will be submitted to and approved by the faculty member. Upon completion of the project, the student will prepare a written management report and an oral presentation on the results of the project. The focus of this course will be on the reinforcement of the critical thinking skills that are necessary for managerial success in the IS/IT environment. Students will apply the knowledge they have gained in the prior courses of the MSCIS program to identify problems, to evaluate solutions and alternatives, to synthesize recommendations, to successfully communicate and present their ideas, and to understand the process of reaching a winning solution. 3 credits.

Prerequisites: Completion of at least 32 MSCIS graduate credit hours including all MSCIS foundation courses.

Prerequisite: All other courses in the Required Course of Study.

CUR 524+

Instructional Design

This course is designed to provide students with the instructional planning skills they need to develop educational course and materials. Students will study the relevant theories of instructional design and apply proven procedures for designing, developing, implementing, and evaluating objectives-based instruction. Specific focus will be given to the creation of materials appropriate for adult learners in classrooms and learning at a distance, including attention to life experiences, entry level skills, motivational needs, and modes of delivery. 3 credits.

CUR 558+

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, implementation, and evaluation are addressed; practical application is emphasized. 3 credits.

CUR 562+

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. 3 credits.

CUR 578+

Evaluation of 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. 3 credits.

DOC 721R

Doctoral Seminar I

This three-day residency course begins the formal development of the learner's Doctoral Project that will be ongoing throughout the curriculum and submitted at the end of the program. Topics in the course include research study methods, problem statements, research questions, hypotheses to be tested, samples and populations, the intended impact of the Project on the profession and society. The outcome is a Prospectus (or blueprint) that articulates a specific goal and plan that later in the program evolves into the learner's Doctoral Proposal. Doctoral candidates from other disciplines may join the learner. 2 credits.

DOC 722

Doctoral Seminar II

This is a mentor-guided course. This course is designed to focus on the Doctoral Proposal for approval. During this course the Prospectus from the Weekend Residency will be applied to the development of the 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 time lines. 3credits.

DOC 731R

Collaborative Case Study

This five-day residency course is an exercise in practical, professional management decision-making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice learned and to apply them toward the development of recommend solutions for specific managerial situations found within the organization's environment. Doctoral candidates from other disciplines may join the learner. 3credits.

DOC 732R

Doctoral Seminar III

This three-day residency course is designed to facilitate the process from an approved Doctoral Proposal to final submission of the Doctoral Project due at the end of the program. Chapters 4 and 5 requirements from the dissertation are explored for content and format. An approved dissertation proposal is required to earn a passing grade from this class. Doctoral candidates from other disciplines may join the learner. 2 credits.

DOC 733

Doctoral Dissertation

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Dissertation with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Dissertation research, findings, recommendations, and conclusions. 3 credits.

DOC 734

Doctoral Project IV

This is a mentor-guided course. This is the last course where the learner completes the formal Oral Defense of the Doctoral Dissertation and then prepares and submits the Dissertation for University approval. An approved Dissertation is required to complete this class. 3 credits.

DOC 740R

Annual Renewal Residency

This non-credit bearing three-day course is required only when a learner has not completed their dissertation within 12 months of the year three-residency session. This residency session is designed to allow for concentrated time with a faculty member focusing on dissertation completion. This annual renewal residency will be required for every full year a learner remains in the program in an "all but dissertation" status. 0credits.

EBUS 500.1+

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. 3 credits.

Prerequisite: CIS 564.4, LAW 529, MGT 554, MKT 551.

EBUS 510+

e-Business Operations

This course integrates two models of e-business strategies and applications for new and existing business enterprises. Some of the key business processes discussed in this course include e-Business Process and Strategy, e-Business Application Architecture, Enterprise Resource Planning, e-Business Strategy and Design, and Selling and Supply Chain Management. Emphasis is placed on creating an e-Business design for domestic or international business enterprise. 3 credits.

Prerequisite: EBUS 500.1

EBUS 520+

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 products, price, distribution, and promotion, students will gain experience in Web site evaluation and development and determine how different industries can use the tool of the Internet in creating new markets. 3 credits.

Prerequisite: EBUS 500.1

EBUS 530+

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. 3 credits.

Prerequisite: EBUS 500.1

EBUS 540+

e-Strategy Formulation and Implementation

This course develops the concepts of strategy as applied to the dynamic e-business environment. Students will learn to formulate, implement, and evaluate global e-business solutions. 3 credits.

Prerequisite: EBUS 500.1, EBUS 510, EBUS 520, and EBUS 530

EBUS 550+

Creating the e-Business

This is an integrative course and the capstone for the e-business program. 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. 3 credits.

Prerequisite: All other required courses.

ECN 518

Educational Counseling Theories

This course is a study of selected theories of counseling and psychotherapy as they apply to a school guidance/counseling setting. The focus is on examining key concepts, therapeutic processes, interventions and procedures of theories most applicable in a school setting. Emphasis is on the integration of theory for students' professional development as school guidance counselors. 3 credits.

ECN 520

Legal and Ethical Issues in School Counseling

This course emphasizes the legal and ethical responsibilities of the school counselor. Students become familiar with the code of ethics and legal parameters of their discipline in order to effectively interpret and act upon situations in an appropriate and effective manner. Content includes such issues as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision making models. 3 credits.

ECN 531

Professional Assessment, Part I

This one-credit assessment course samples and evaluates the student's cognitive, affective, and behavioral skills in critical areas of the learning and practice of school counseling. This course helps determine the student's appropriateness for the program. The purpose of the assessment process is to help the student evaluate his or her aptitude for the school program and to evaluate the candidate's readiness for admission. 1 credit.

ECN 532

Professional Assessment, Part II

This course helps students integrate and evaluate their learning to this point. Like the activities in an assessment center, this course 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 professional competence and personal growth. 1 credit.

Prerequisite: ECN 531

ECN 540

Introduction to School Guidance Counseling

This course introduces prospective school counselors to the history, services, roles, and expectations of counselors in elementary and secondary schools in America. It also presents a systematic approach to assessing, designing, implementing, and evaluating comprehensive guidance programs in schools, as well as the important trends and goals that will continue to influence school counseling into the next century. 3 credits.

ECN 545

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. 3 credits.

ECN 550

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. 3 credits.

ECN 555

Student Assessment and Evaluation in Education 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 tests 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. 3 credits.

ECN 560

Educational Counseling of the Individual

This course focuses on school counseling practices based on individual case management. Techniques and skills for intervention and guidance are investigated and applied to situations commonly faced by school counselors in the context of the populations they serve within a comprehensive guidance and counseling program. 3 credits.

ECN 565

Educational Counseling of Groups

This course provides the student with both group facilitation experience and skills and group participation experience. The student learns what effective group counseling is, how group counseling is implemented in the school setting, and the techniques, strategies, and activities that facilitate a successful group experience for guidance counselors and students. 3 credits

Prerequisite: ECN 518 and ECN 540

ECN 571

Family Interventions in Educational Counseling

This course focuses on fundamental concepts and practices that underlie family therapy. It teaches basic principles of family therapy and relates those principles to the work of the school counselor. This course also introduces culture-specific interventions used to treat culturally diverse families. 3credits.

ECN 572

Dependency and Addictions in Children and Families

This course addresses chemical abuse-dependency counseling practices as well as practices related to eating disorders, codependency, sex addiction, compulsive spending, gambling, and other problem dependencies. Throughout the course, comparisons will be made between counseling people with problem dependencies and traditional counseling approaches. 3 credits.

ECN 573

Social and Multicultural Issues in Educational Counseling

This course is designed to be a comprehensive foundation for understanding diversity among people in a pluralistic society and for developing the awareness, knowledge, and skill necessary to become an effective multicultural school counselor. The course focuses on the development of awareness, knowledge, and skill along the following dimensions: awareness of one's own values and biases, understanding culturally different worldviews, and the development of diverse intervention strategies and techniques. Emphasis will also be placed 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, and social class. 3 credits.

ECN 574

Analysis and Evaluation of Research

The goals of this course are to help students become critical consumers of research and to introduce them to the basic skills necessary to develop a Mini Action Research Proposal. Basic statistics are introduced, however the emphasis of this course is on research evaluation - how to read and interpret the literature - through a critical analysis of published data. Students identify the basic components of action research, as well as ethical issues related to conducting research using human subjects. 3 credits.

ECN 581

Educational Counseling Practicum

This course provides students in educational counseling with an opportunity to be introduced to the field and gain initial field experience working in a school program. The student will have an opportunity go outside of the university environment to experience the application of theory in practice. As a result, the practicum is designed to help students make a transition from studying school guidance and counseling concepts to the practical application of these concepts in a school setting. Students will complete a minimum of 100 hours of field experiences under supervision as they develop skills in the comprehensive guidance areas of guidance curriculum, individual planning, responsible services, and system support. This learning experience is designed to allow students to apply and synthesize knowledge and skills they have previously learned. Along with that component students are given opportunities to learn and practice new skills in a closely supervised setting. 3 credits.

ECN 582

Educational Counseling Internship, Part I

This internship will provide opportunities for the student, under the supervision of a licensed professional school counselor, to engage in a variety of activities that a regularly employed school counselor would be expected to perform, including individual counseling, group work, developmental classroom guidance and consultation. Students will complete a minimum of 300 clock hours of field experiences in this course at the appropriate grade level(s). 3 credits.

ECN 583

Educational Counseling Internship, Part II

This internship will provide opportunities for the student, under the supervision of a licensed professional school counselor, to engage in a variety of activities that a regularly employed school counselor would be expected to perform, including individual counseling, group work, developmental classroom guidance and consultation. Students will complete a minimum of 300 clock hours of field experiences in this course at the appropriate grade level(s). 3 credits.

ECN 590

Educational Counseling Practicum: Elementary

The Educational Counseling Practicum: Elementary is designed to help students make the transition from studying school guidance and counseling concepts to the practical application of these concepts in an elementary school setting. This practicum requires a minimum of 100 hours, with 40 hours of direct service with elementary students for completion.

Practicum students are closely supervised as they develop skills and techniques that will enable them to become successful, competent educational counselors. 3 credits.

ECN 591

Educational Counseling Practicum: Secondary

The Educational Counseling Practicum: Secondary is designed to help students make the transition from studying school guidance and counseling concepts to the practical application of these concepts in a secondary school setting. This practicum requires a minimum of 100 hours, with 40 hours of direct service with secondary students for completion. Practicum students are closely supervised as they develop skills and techniques that will enable them to become successful, competent educational counselors. 3 credits.

ECN 592

Educational Counseling Practicum: Elementary

The Educational Counseling Practicum is designed to help students make the transition from studying school guidance and counseling concepts to the practical application of these concepts in an elementary and secondary school setting. This practicum requires a minimum of 100 hours each, with 40 hours of direct service with elementary students for ECN 592 and 40 hours of direct service with secondary students for ECN 593, for completion. Practicum students are closely supervised as they develop skills and techniques that will enable them to become successful, competent educational counselors. 3 credits.

ECN 593

Educational Counseling Practicum: Secondary

The Educational Counseling Practicum is designed to help students make the transition from studying school guidance and counseling concepts to the practical application of these concepts in an elementary and secondary school setting. This practicum requires a minimum of 100 hours each, with 40 hours of direct service with elementary students for ECN 592 and 40 hours of direct service with secondary students for ECN 593, for completion. Practicum students are closely supervised as they develop skills and techniques that will enable them to become successful, competent educational counselors. 3 credits.

ECN 598

Educational Counseling Practicum II

The Practicum is designed to help students make a transition from studying school guidance and counseling concepts to the practical application of these concepts in both school and clinical settings. Students are closely supervised as they develop skills in the comprehensive guidance areas of: Responsive Services, Guidance Curriculum, Individual Planning, and System Support. The practicum experience is divided into two parts and each carries a different course prefix and number. ECN 597 is five workshops and 20 practicum hours and takes place in the University classroom and a school setting, while ECN 598 is four workshops and 15 practicum hours, and takes place in the University classroom and a clinical site. 3 credits.

ECO 533 +

Economics for Managerial Decision Making

This course develops principles and tools in economics for managers to use in making business 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, monetary policy, and the new economy. The focus is on the application of economics to operating and planning problems using information generally available to the manager. 3 credits.

Prerequisite: COM 515

EDA 520

Leadership Assessment I

This course utilizes the Developmental Assessment Center from the National Association of Secondary School Principals (NASSP) to assess a candidate's readiness as a school leader to effectively implement Oregon's Plan for the 21st Century. The assessment is a source of information for a candidate to develop a professional development plan that will be utilized throughout the MAEd program and into the candidate's administrative career. The course samples behavior in interpersonal skills, administrative skills, communication skills, and knowledge of self. Simulation exercises are utilized by trained faculty assess the skills and performances of candidates. Candidates also participate in an interview process to assess administrative qualities. The interview will emphasize the themes of purpose, human interaction, human development, and resource awareness. 1credit.

EDA 525

Oregon's Plan For the 21st Century

This course is designed to introduce the history of school reform and frame Oregon's educational act within a national and historical perspective on the formal "change process." The course will examine the major historical reform initiatives from the 20th century, and include a brief survey of epistemology to support an understanding of the foundations of current education reform and the many changes over the years. With that framework, the course will take a detailed look at Oregon's 21st Century Act and analyze its components in terms of what it means for school administrators for short and long term restructuring and change. Finally, the course will look at similar reform initiatives around the nation. 1 credit.

EDA 532 †

Human Relations and Organizational Behavior in Education

This course examines human relations and organizational behavior concepts, strategies, and theories from the public and business 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, problem solving, and multicultural issues. 3 credits.

EDA 538 †

Education Finance and Budgeting

This course examines the concepts and theories that form the foundation of public school finance in American and the practical application of those concepts and theories in the areas of taxation and revenue sources, budget planning and development, court reform, risk management, and other associated school finance considerations. 3 credits.

EDA 545 †

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 practice. 3 credits

EDA 550 †

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 resource department and its influence on individual schools is discussed. Current practices of planning, selection, retention, and evaluation of personnel and their legal ramifications are emphasized. Updated views of bargaining/negotiating are also discussed. 3 credits.

EDA 554 †

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 to impact achievement. 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. 3 credits.

EDA 564 †

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. 3 credits.

EDA 590A/B/C †

Administrative Internship

This practicum 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. 1 credit.

EDD 511 †

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, learning styles, 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. 3 credits.

EDD 520 †

Critical Issues in Education

This course is designed to allow students to explore current educational issues 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 values clarification are discussed in relation to schooling. 3 credits.

EDD 570+

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 analysis. The steps involved in the process of conducting research will be discussed. 2 credits.

EDD 573+

Applications of Research

This course reviews various applications of the action research project. Students explore factors related to conferences 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. 2 credits.

EDD 574+

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 results. The outline is used as a basis for writing the formal proposal. 1 credit.

Prerequisite: EDD 570

EDD 575+

Action Research Proposal

Student may begin work on the proposal component of the action research project upon successful completion of EDD 574. Using their outlines as a framework, students create an implementation proposal for their research project. The proposal contains the same chapters, headings and subheadings as the outline, but is re-written in formal text. A timeline for specific actions is included. 1 credit.

Prerequisite: EDD 575

EDD 576+

Action Research Report and Presentation

This final phase of the research project is the formal report and proof of outside presentation. After implementation, students analyze their results and re-write the proposals into report form, including Chapter 5. The final chapter of the research report includes an analysis of findings and recommendations for change. 1 credit.

Prerequisite: EDD 575

EDD 711

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. 3 credits.

EDD 712

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. 3 credits

EDD 713

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, and specifically, adult learning, are examined. The role that P-12 education, higher education, corporate education/training and the military plan in instilling a belief in lifelong learning is of focus. 3 credits.

EDD 714

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. 3 credits.

EDD 721

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. 3 credits.

EDD 722

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 laws and specific pieces of education legislation are reviewed. 3 credits.

EDD 723

Ethics and Values in Learning Organizations

The ethics and values-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. 3 credits.

EDD 724

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. 3 credits.

EDD 731

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. Economics policy analysis is a focus in this course. 3 credits.

EDD 732

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. 3credits.

EDD 733

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. 3credits.

EDTC 510 †

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, philosophies and best practices associated with distance learning will be presented and analyzed. Current critical issues that impact the teaching/learning environment in distance delivery modalities also will be examined. 2credits

EDTC 526 †

Assessment and Evaluation in E-Education

This course focuses on developing the skills necessary to become effective assessors of adult learners. Students learn the fundamentals of traditional testing and explore how to design alternative assessments in an electronic environment. Interpretation of assessment data, strategies for tracking student progress, and communicating results based on clear criteria and standards will be presented. Critical assessment issues facing distance education programs will be analyzed and debated. 3 credits.

EDTC 550 †

Information Technology

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. 3 credits.

EDTC 555 †

Internet and Distance Education Delivery

This course compares and contrasts different education delivery systems. Both asynchronous and synchronous deliveries are explored. An emphasis is placed upon Internet delivery and Internet course management solutions. 3 credits.

EDTC 560 †

Applications of Multimedia and Web Page Design

This course examines different elements of multimedia and then applies them to presentations solutions that range from Microsoft PowerPoint to Web pages. Basic HTML is covered as well as the integration of multimedia into Web page design. 3 credits.

EDTC 570 †

Courseware Authoring

This courses compares and contrasts different approaches to courseware authoring. A development life cycle model is examined that includes analysis, design, development, implementation, evaluation, deliver, and support. An emphasis is placed upon the design and development of Web delivered courseware. 3 credits.

EDTC 575 †

E-Education in the Global Environment

This course focuses on the business of distance education from a global perspective. Educational systems, cultural differences as well as curricula of various global environments are explored. Students will study political and cultural issues that impact education and its delivery of education through distance education modalities. 3 credits.

EDTC 590+

E-Education Capstone

This is the final course in the E-Education program. Students will synthesize and integrate theories and practices learned from all courses in the program and apply them toward the development of a culminating design project. This course is an exercise in the practical application of new knowledge learned so that students exiting the program will be proficient in constructing courses and rich learning environment for effective instruction with a variety of learners. 3 credits.

ESL 506

Understanding Language Acquisition and Cognition

This course examines second language acquisition theories, strategies, and the nature of cognitive and effective language development to assist the teacher of the bilingual-bicultural student. The course focuses on language acquisition development opportunities 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 students. It examines the critical elements of learning styles and interconnected variables that interact in second language learning and thought processes. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct pronunciation and intonation for those working with linguistically diverse populations. 2 credits.

ESL 507

Identification and Assessment of Linguistically Diverse Populations

This course focuses on methods and techniques used for languages and academic identification, assessment and placement of linguistically diverse populations. It provides an understanding of the historical perspective of English as a Second Language (ESL) assessment practices and focuses on pertinent information for issues related to current policies and practices for identification and assessment of students requiring placement in ESL programs. The course also examines evaluation instruments used in areas such as language proficiency and achievement. 2 credits.

ESL 508

Family and Community Involvement in Education Programs

This course provides communications and human relation skills necessary to facilitate positive student self-concept, parent-teacher cooperation, and interaction among professional educators, the community, and social groups. It presents several models for parent empowerment and involvement in the education of the linguistically diverse learner. These models explicitly and implicitly convey a set of goals, assumptions, attitudes, behaviors, and strategies. The course also examines strategies for building partnerships between schools and communities and improving minority family involvement in ESL programs. 2 credits.

ESL 510

Foundations of ESL in Education

This course provides a comprehensive overview of historical, philosophical, and legal perspectives and ramifications in ESL in education. It establishes the rationale for ESL in education, and examines current issues in limited English proficiency (LEP) identification and assessment and second language acquisition in the public school. The course provides knowledge and sensitivity to the history and culture of other languages, groups, and multiethnic curriculum and instruction. 2 credits.

FIN 544+

Finance for Managerial Decision Making

This course develops the principles of finance and techniques for managers to use in making decisions that add to the financial value of an organization. Topics include working capital management, valuation and investment criteria, capital budgeting analysis, financing and capital structure, and the global transformation. 3 credits.

Prerequisite: COM 515 and ACC 529

FIN 545+

Advanced Problems in Finance

This course extends the competencies developed in FIN 544 by introducing additional techniques of financial analysis. Topics include corporate governance, IPO's and corporate financing, strategies in capital budgeting and structure, risk management and securities analysis, mergers, acquisitions, and restructuring, and cross-border investment decisions. 3 credits.

Prerequisite: FIN 544

FIN 711-

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, small to mid-size business' access to contemporary capital markets. 3 credits.

GMGT 510+

Global Business Organization and Culture

This course examines the cultural and organization framework within which global business is conducted. Topics include socio-cultural forces, cultural analysis, communication strategies, human resource investment and utilization, and managing across borders. 3 credits.

Prerequisites: EBUS 500.1, FIN 544, and ECO 533

GMGT 520 †

External Environment of Global Business

This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes. 3 credits.

Prerequisites: EBUS 500.1, FIN 544, and ECO 533

GMGT 530 †

Internal Environment of Global Business

This course examines issues and functions that global business faces within control of the organization. Topics include organizations forms of entry and exit, legal issues, marketing, finance, human resources, and risk management. 3 credits.

Prerequisites: EBUS 500.1, FIN 544, and ECO 533

GMGT 540 †

Global Strategy Formulation and Implementation

This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategic state and strategic selection, implementation and control issues, portfolio management, and case analysis. 3 credits.

Prerequisites: GMGT 510, GMGT 520, and GMGT 530

GMGT 550 †

Global Management Capstone Course

This course integrates all previous learning in the global management program in a final individual Country Expert Project demonstrating mastery of program learning outcomes. This course also challenges the Learning Teams to take a leadership role in researching and presenting to the class a variety of current issues affecting business in every region of the world. 3 credits.

Prerequisite: GMGT 540

HCS 505 †

Advanced Pathophysiology

This course provides students with advanced anatomy, physiology, and pathophysiology of systems related to an individual's health across the lifespan. Focus is given to the physiological and biological manifestations and adaptive and maladaptive changes that occur in the individual's and family health. The knowledge gained in this course lays a foundation for the management of primary care issues of the family and its members. 3 credits.

Prerequisite: NRP 502

HCS 507 †

Advanced Pharmacotherapeutics

This course is designed to provide the nurse practitioner student with the information and skills to initiate and monitor drug therapy. The 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. 3 credits.

Prerequisite: NRP 502

HCS 521 †

Health Care Infrastructure

This course analyzes the concept of change in the health care industry as the only political and organizational constant we can count on. Through the filter of politics, policy, regulatory environments and economics, students will critically analyze relevant topics as applied to health care providers and organizations. Students are introduced to the study of the organizational, political and economics structure of the health care industry through the application of case studies in health services management. 3 credits.

HCS 530 †

Health Care Organizations

This course is a comprehensive approach to health care organizations and systems, which provide the students with an understanding of how health care systems evolved. These topics include the evolution of health care delivery systems; regulatory bodies and governance; program development and planning, and strategic alliances and partnerships. 3 credits.

HCS 532

Organizational Management and Leadership

This course focuses on the adaptation of organizational management and leadership to rapidly evolving health systems. Topics include leadership theory, power, organizational performance, structure, governance, and human resource management. Students apply various organizational and leadership theories to contemporary issues. 3 credits.

HCS 535

Concepts of Populations 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. 3 credits.

HCS 539

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. 3 credits.

HCS 544

Current Issues in Health Law and Ethics

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations. 3 credits.

HCS 549

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. 3 credits.

HCS 552

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. 3 credits.

HCS 570

Financial Management for Nursing Managers

This course examines the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analysis 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 analysis. The course provides students with experience capital and operating budgets, financial forecast, and business present students with the nursing financial aspects of management across health care settings. Students examine the financial issues in delivery models in such areas as managed care and explore techniques of cost benefit ration, critical path, and productivity analysis. Staffing and case mix, regulatory impacts, and financial interaction with resource allocation are included. 3 credits.

HCS 579+

Health Care Finance

This course is devoted to 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) contract negotiation 3) reimbursement methods 4) managed care 5) resource allocation 6) resource management. 3credits.

HCS 582

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 are expected to expand their utilization of spreadsheet applications. 3 credits.

HCS 581.3

Change Negotiation and Conflict Resolution

This course examines and analyzes the significant issues related to change theory, negotiation, conflict management, and collaboration in the fast-paced changing world of health care. Students critique and discuss these issues from the perspective of major health care stakeholders, including policy makers, management, medical care providers, and consumers. 3 credits.

HCS 584+

Quality and Data Base Management

Quantitative decision techniques are applied to problems commonly found in health care systems. Additionally, this course will cover aspects of quality and accountability in health care. These topics will include: 1) data-based decisions, 2) statistical applications, 3) quality assurance/principles of CQI, 4) professional affairs/compliance, 5) risk management, pathways, and critical incidents, and 6) outcome evaluation. 3credits.

HCS 586+

Health Care Strategic Management

This capstone course examines the ever-changing nature of this evolving and complex industry with special emphasis on consumer demand, market volatility, and regulatory and fiscal constraints. Topics will include: 1) strategic planning, 2) environment analysis, 3) organizational structure, 4) plan for change implementation, 5) financial pro-forma, and 6) presentation. 3 credits.

HCSX 500

School Nursing Practice

This course is an examination of human relations theory and individual, group and organization performance in relation to organizational structure in health care systems. 3 credits.

HCSX 503

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 develop knowledge and skills in assessment, planning of nursing interventions, and evaluation of supportive community resources. 3 credits.

HCSX 506

Physical Assessment of the School Age Child

This course focuses on maintenance of good health in the school-age child. Students develop skills in interviewing, obtaining health histories and conducting physical examinations. Using assessment data, students formulate nursing diagnoses, plan implement, and evaluate a plan of care for the school-age client. 3 credits.

HCSX 517

Nursing of High Risk Populations, Groups, & Communities

This course focuses on the utilization of nursing and family theories in professional nursing and public health practice to promote the self-care of individuals, families, and population aggregates. Based on community health nursing standards, students learn skills to assess and identify populations at risk and to develop client-centered interventions in collaboration with available community resources. Utilizing the epidemiologic model, students identify levels of prevention and health promotion as related to the individual, family, workplace, and environment. Current social and economic factors are explored. Five workshops provide the framework for development of the nursing professional roles of teacher, caregiver, and manager of care for populations aggregates. 3credits.

HCSX 519

Concepts of Health Care Management

This course provides a study of management techniques, theories and leadership principles and their application to the development of the nurses role manager managerial functions of planning, organizing, leading, and communicating are examined in the context of both individual and group behavior within health care systems. Managing change in dynamic health care environment will be addressed. 3 credits.

HIS 515

U.S. Constitution

This course provides instruction on the history of the United States Constitution. An in depth study and analysis will be of focus to gain a solid understanding of the Bill of Rights, balance of powers and the roles and responsibilities of the three branches of government. 3 credits

HRM 555

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. 3 credits.

Prerequisite: ORG 502

HRM 556

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. 3 credits.

Prerequisite: HRM 555

HRM 590

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. 3 credits.

Prerequisite: All other required courses

ITH 510

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. 3 credits.

LAW 529+

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, partnerships and corporations, anti-trust, environmental law, employment law, and ethical considerations in business. 3 credits.

Prerequisite: COM 515

LAW 530

Legal Issues in the Workplace

This course provides an overview of federal, state, and local regulation of the employer-employee relationship. Topics include employer-employee relationships; employment discrimination law overview and applications; labor relations law; discipline and termination processes; and contemporary issues. 3 credits.

Prerequisite: LDR 520

LDR 510

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. 3 credits.

Prerequisite: COM 515

LDR 520

Organizational Ethics

This course focuses on ethical issues confronted by individuals in carrying out their managerial and professional responsibilities. Topics include ethics theory and applications of critical thinking; organizational and personal responsibilities; ethics and values in a global community; law and ethics: convergence and divergence; rights and obligations of employers and employees; and emerging ethics issues. 3 credits.

Prerequisite: COM 515

LDR 711

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. 3 credits.

LDR 721

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. Topics include practices legal in a subsidiary country but in violation of the corporation's ethical standards. 3 credits.

LDR 726

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-direction work teams in the workplace. 3credits.

LDR 731

Contemporary Issues in Leadership

This course explores successful 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. An approved dissertation proposal is required for entry into this class. 3 credits.

LDR 736

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. 3credits.

MAT 500

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 write their educational autobiography, examining personal reason 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, the professionalization of teaching in the United States, and "teaching as an art and a science." 2 credits.

MAT 505+

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, practices 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. 3 credits.

MAT 510+

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 a variety of lesson plan designs, and analyze the most effective classroom climates and teaching strategies to promote student learning. 3 credits.

MAT 511+

Elementary Student Teaching 1: The Professional Educator

This course is intended to prepare students for the student teaching experience, as well as for their first year as a classroom teacher. The course focuses on the professional aspects of teaching. Students create individual resumes and cover letters, participate in mock interviews, engage in self-evaluations and develop their own professional growth plans for inclusion in their portfolios. 1 credit.

Prerequisite: MAT 500, MAT 505, and MAT 510

MAT 512+

Secondary Student Teaching 1: The Professional Educator

This course is intended to prepare students for the student teaching experience, as well as for their first year as a classroom teacher. The course focuses on the professional aspects of teaching. Students create individual resumes and cover letters, participate in mock interviews, engage in self-evaluations and develop their own professional growth plans for inclusion in their portfolios. 1 credit.

Prerequisite: MAT 500, MAT 505, and MAT 510

MAT 520+

The Diverse Classroom

This course focuses on differentiated methods and techniques used for the identifications, assessment and instruction of academically diverse populations, including culturally and linguistically diverse students, students who are gifted and talented, and students with mild to moderate disabilities. Historical perspectives and information related to current policies and practices are examined. 3 credits.

MAT 523+

Maintaining an Effective Learning Climate

This course examines ways to create, manage and maintain a positive classroom environment. In addition to behavior management systems, issues related to time, content, budget, materials and procedures management will be explored. 2 credits.

MAT 524+

Elementary Student Teaching 2: Classroom Management

This course emphasizes the practical application of the theories and methods introduced in MAT 523, *Maintaining an Effective Learning Climate*. Students design, implement and assess an individual or a classroom management plan. 1 credit.

Prerequisite: MAT 523

MAT 525+

Secondary Student Teaching 2: Classroom Management

This course emphasizes the practical application of the theories and methods introduced in MAT 523, *Maintaining an Effective Learning Climate*. Students design, implement and assess an individual or a classroom management plan. 1 credit.

Prerequisite: MAT 523

MAT 530+

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. 4 credits.

MAT 532+

Curriculum Constructs and Assessment: Science and Math

This course focuses on the methodology 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, 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 resources, as well as appropriate assessment strategies. 4 credits.

MAT 533 †

Elementary Student Teaching 3: Instruction and Assessment

This course emphasizes the practical application of the theories and methods introduced previous course work. Students design and implement an instructional unit, including a variety of appropriate assessment strategies. 1credit.

Prerequisite: MAT 530

MAT 536 †

Curriculum Constructs & Assessment: Social Studies & Fine Arts

This course defines and provides a context for teaching and assessing students in the areas of social studies and fine arts, based on scope, sequence and national and state standards. Instructional approaches for both content areas within the framework or an integrated curriculum are explored. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress. 2 credits.

MAT 540 †

Curriculum Constructs & 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. 4 credits.

MAT 542 †

Curriculum Constructs & Assessment: Reading Methods

This course focuses on the most current research, theory and methods of teaching reading at the secondary level, while providing students with the background knowledge necessary to prepare integrated units 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 7-12 grade setting, is incorporated into the course requirements. 3 credits.

MAT 543 †

Secondary Student Teaching 3: Instruction & Assessment

This course emphasizes the practical application of the theories and methods introduced previous course work. Students design and implement an instructional unit, including a variety of appropriate assessment strategies. 1 credit.

Prerequisite: MAT 542

MAT 545 †

Secondary Distance Education Methods

This course examines methods for incorporating distance learning into middle and high school settings. Various instructional platforms and assessment strategies are explored, along with ethical issues related to the online learning environment. Students are given the opportunity to participate in an interactive, online environment. 3 credits.

MAT 550 †

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. 2credits.

MAT 551 †

Elementary Student Teaching 4: Parent & Community Involvement

This course focuses on the importance of family and community involvement within an educational setting. Students design and implement a process or strategy to increase parent communication of family and community involvement. 1credit.

MAT 552 †

Secondary Student Teaching 4: Parent & Community Involvement

This course focuses on the importance of family and community involvement within an educational setting. Students design and implement a process or strategy to increase parent communication or family and community involvement. 1 credit.

MAT 560 †

Action Research

This course is designed to provide students with the basic knowledge and skills necessary to conduct research within a classroom setting. Students will be introduced to the elements required to begin an action research project, including purpose/rationale, writing style, literature reviews, online resources, data collection, and components of an action research project. Students will also identify ethical issues related to research, including basic theory and practice, professional codes of ethics, governmental regulations, confidentiality, and research using human subjects. 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. 4credits.

MFCC 535

Child Therapy

This course exposes students to a multi systemic model used in treatment of children and adolescents, including the developmental variables that may have an effect on behavior and family intervention. Systemic approaches to the treatment of chronic illness, incest, delinquent behavior, adolescent chemical dependency, child suicide, psychosomatic disorders, families in crisis, fire setting, school phobia, and other behavioral and learning problems are explored. 3 credits.

MFCC 540.2

Family Development

This course introduces students to systems theory frameworks in family development. It presents various systems based models for assessment of family functioning, including assessment of the interaction of biological and psychological variables. 3 credits.

MFCC 545

Family Dynamics and Communications

This course introduces students to theories of family interaction and communication, the behavioral effects of communication, the style in which information is transmitted, and the clarity of the communication transmission. Students learn can practice modeling and teaching communication skills to couples and families. Approaches for working with families presenting cultural, gender, and value differences are addressed. Students also learn skills to apply to communication issues presented by families who are experiencing conflict, divorce, and abuse. 3credits.

MFCC 550.2

Legal and Ethical Issues in Marriage and Family Therapy

This course familiarizes students with the AAMFT Professional Code of Ethics as well as related codes and standards of practice. Emphasis will be on legal and ethical issues specific to the practice of marriage and family therapy including professional and legal accountability and responsibility. 3 credits.

MFCC 555.2

Family Systems Theory

This course provides an overview of the history of the family therapy movement. Fundamental assumptions and concepts of general systems theory, family structural variations and evolving therapeutic models are introduced. This course also introduces multiple systems approaches to diagnosis, treatment, and change, and explores ethnic differences in family patterns and attitudes toward therapy. 3 credits.

MFCC 560.2

Family Interventions

This course introduces fundamental concepts that underlie family therapy in human systems. It teaches assessment and diagnosis in family therapy and 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. 3 credits.

MFCC 565.2

Advanced Marriage and Family Therapy

This course requires students to utilize theoretical and ethical knowledge in the application of marriage and family therapy. Practical applications of therapeutic interventions for the complex families of today will be emphasized. Students will learn interventions for various ethnic family systems. Students will also learn how to deal with transition points in family development. Interventions with families with specific needs are also included. 3 credits.

MFCC 570A/B/C+

Internship

In this course, the student performs the tasks of a practicing therapist in counseling individuals, couples, families, children, and adolescents, under supervision, in an agency. Students have a variety of opportunities to practice, receive feedback, and evaluate their ability to integrate theory about family relationships into clinical practice in a variety of community settings. 9 credits.

Prerequisite: CNSL 530.4

MGT 554+

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. 3 credits.

Prerequisite: QNT 530

MGT 573+

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. 3 credits.

Prerequisite: Varies by program

MGT 578✦

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. 3 credits.

Prerequisites: Varies by program

MGT 588

Organizational Research and Process Consultation

This course is based on the application by the student of organizational research and process consultation and is intended to re-emphasize to the student the challenges faced by leaders who must balance the needs of organizational stakeholders. The course requires the student to synthesize and integrate the theory and practice learned from all of the courses in the MAOM curriculum and apply them toward the development of recommended solutions for specific managerial situations found within the organizational environment. 3 credits.

Prerequisite: All other required courses

MGT 599✦

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 business solutions to 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. 3 credits.

Prerequisite: All other required courses

MGT 711

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, the macroeconomics environment that contributes to the success of business strategy. 3 credits.

MGT 716

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. 3credits.

MGT 721

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. 3 credits.

MGT 726

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 encourage to develop and demonstrate creative, adaptive, and flexible business approaches. 3 credits.

MGT 736

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. 3 credits.

MKT 555

Consumer Behavior

This course presents and analyzes the most critical issues of consumer behavior. Priority is placed on the economic, psychological and socio-cultural factors that affect consumer behavior and the consumer decision process. By analyzing and understanding consumer behavior in the search for alternatives that can satisfy their needs, we can ultimately understand the influence of this process in management decisions. In addition, this course presents an analysis of the prevailing consumer behavior theories in the marketplace. 3 credits.

Prerequisite: MKT 551

MKT 560

Marketing Research

This course is designed to integrate theory and practice and develop students' analytical skills in marketing research methodology. Students apply methods and techniques for the collection, analysis, interpretation, and presentation of primary and secondary data toward the solution of current marketing problems. 3 credits.

Prerequisite: MKT 551

MKT 565

Marketing Strategy

This course introduces the principles and tools for managers to apply in the development, implementation, and review of marketing strategy for organizations. Topics include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues. 3 credits.

Prerequisite: MKT 551

MKT 590

Marketing Capstone Course

This is an integrative course and the capstone for the Marketing program. The outcome is for students to develop a portfolio of business solutions to marketing problems that draw on a range of skills from the individual courses preceding it. Students will also define and solve a marketing problem of their own choosing. 3 credits.

Prerequisite: All other required courses

MKT 551 †

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. 3 credits.

Prerequisite: COM 515

MKT 553

Marketing and Stakeholder Relations

This course examines the role and importance of marketing and stakeholder relations in every organization, whether for selling products or services, seeking donations, or recruiting volunteers. Topics include strategic alignment of the four "P"s"; traditional and contemporary marketing strategies and trends; value-creating distinctive products and services; integrated marketing communications; customer satisfaction and stakeholder relations; and developing marketing plans. 3 credits.

Prerequisite: COM 515

MKT 711

Marketing and Managing the Customer Relationship

This course evaluates how decision makers manage their relationship with their customers and applies their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, the role of Internet-based customer information. 3 credits.

NRP 501

Role of the Advanced Practice Nurse

In this course, the definition of advanced practice nursing, core competencies, and the organizational and regulatory context in which advanced practice nursing exists is examined. The evolution of the nurse from beginner to expert as an advanced practice nurse (APN) is explored. 3 credits.

NRP 514 †

Advanced Physical 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 lifespan. Students will learn to justify actual and potential health problems through interpretation and integration of the history, health assessment, and diagnostic data. This course incorporates 48 hours of practice laboratory experience, allowing students to utilize the techniques and equipment used to perform physical examinations. 4 credits.

Prerequisites: NRP 502, and HCS 505

NRP 524 †

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. 5 credits.

Prerequisites: NRP 514, and HCS 507

NRP 525 †

Family II: Adult and Geriatric Populations

This combined theory and clinical course focuses on management of normal and common pathological conditions for adult women, men, and geriatric populations, both as individuals and within the family. Theory and clinical experiences emphasize assessment, prevention, and management utilizing the nursing model. Identification and application of pharmacological therapies is incorporated. Emphasis is placed on various roles for the individual, aging theories, and on the effects of culture on these roles. (75 clinical hours) 7 credits.

Prerequisites: NRP 514, and HCS 507

NRP 533

Preceptorship

During the next five to six months, students will complete 425 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. 3 credits.

Prerequisite: All nurse practitioner courses

NUR 513

Theoretical 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. 3 credits.

NUR 517

Research Methods

This course focuses on the refinement of the ability to critically analyze and evaluate nursing research. Through exploration of nursing research methods, the findings of research are examined for their adoption and diffusion of innovations in nursing. Ethical issues in research and the value of nursing and health care research are explored. 2 credits.

NUR 541

Models of Health Behavior

This course emphasizes the applications of various health behavior models in the therapeutic approach to individual families, and communities. Students will analyze the psychosocial factors related to health and illness as well as develop strategies for health education intervention and behavioral change. 3 credits.

NUR 543

Advanced Nursing Management: Communities

In this course, students analyze the theory and role of nurses working with aggregates including assessing communities through use of epidemiological methods; defining and prioritizing health problems; and developing proposals for resolution of diagnosed problems. Course content is designed to build on baccalaureate education to further promote critical thinking skills necessary to perform autonomously in a community health environments. Students will use the course concepts in a clinical application project. 3 credits.

NUR 584

Dynamics of Nursing Administration

This course provides students with opportunities to further define the role of leadership and vision in the health care organization. Students will have the opportunity to critically analyze health care delivery systems within a rapidly evolving health care system, including strategic relationships and multi-systems interactions. Students become familiar with strategies to facilitate professional practice. 3 credits.

NUR 586.3

Curriculum Development and Program Design

This course focuses on the theories and models for conducting needs assessments, developing curriculum, and designing programs in nursing and health care. Students develop an educational program utilizing instructional design methodology and appropriate teaching methods and learning resources. 3 credits.

NUR 590A/B

Nursing Practicum-A

This course allows students to apply what they have learned in their program through a 60-hour practicum. Students develop specific learning objectives which they are able to achieve as a result of placement with a preceptor in a variety of nursing setting. 3credits. (*has prerequisite of 21 completed graduate credits*)

NUR 598

Research Utilization Project

This is a graduate-level research course that focuses on utilization of a body of scientific knowledge in the practice setting. The student will develop a research proposal based on problems identified in nursing practice, evaluate the relevance of existing research, set forth a plan for implementation, and identify evaluation criteria to measure the outcomes of the research implemented. 3 credits.

ORG 502+

Human Relations and Organizational Behavior

This course examines 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, dynamics and change, and improving organizational effectiveness. 3 credits.

Prerequisite: COM 515

ORG 711

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, inhibitors to performance. 3credits.

ORG 716

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 systematically apply organizational theories to enrich existing models or develop new models to increase performance and effectiveness. 3 credits.

ORG 721

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, conditions that predict success or failure for an organization that expands its mission. 3credits.

ORG 726

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. 3 credits.

ORG 727

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. 3credits.

PHL 700R

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 both individually and collaboratively. 3credits.

PHL 716

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. 3 credits.

PHL 717

Constructing Meaning

Upon completion of this course learners will use the concept of postmodernism to shape their leadership behavior and explain their leadership style. Learners explore the concept of postmodernism through the writings of several 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, developing insight into the reasons behind this attribution of value. 3 credits.

PHL 736

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. 3 credits.

POS 568

Operating Systems

This course is designed to introduce the student to different operating systems (OS) and discuss the commonalities and differences between common operating systems in use today. Students will learn about tradeoffs between different operating systems and the advantages and disadvantages of each. Concepts of interoperability versus portability will be analyzed in the context of distributed computing environments on heterogeneous platforms. Trends in the development of operating systems will be covered and students shall have the opportunity to apply their knowledge to real world case studies and applications. 3 credits.

PSYCH 538

Lifespan Development and Learning

This course integrates learning theories and principles with advanced study of childhood and adolescent development in relation to educational practice. The professional in the classroom explores perspectives on behaviorism and cognitive and social learning in the context of their practical application. 3 credits.

QNT 530+

Statistics and Research Methods for Managerial Decision Making

This course focuses on the role of statistics and business research as a 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. 3 credits.

Prerequisite: COM 515

QNT 531+

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. 3 credits.

Prerequisite: QNT 531

QNT 540+

Research and Ethics in E-Education

This course is an overview of the fundamentals of research and 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, confidentiality, and present and future controversies surrounding the integration of technology into instructional processes will be of focus. Students will address 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. 3 credits.

QNT 575

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. 2credits.

RES 711

Fundamental Principles of Sound Research

This course surveys a broad range of quantitative and qualitative research methodologies to prepare the learner to apply them to a variety of research questions. Topics include framing the research question, conducting a literature review, evaluating web sources, plagiarism, reading and evaluating existing research. 3 credits.

RES 721

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 doctoral project. Methodologies may vary depending on the type of doctoral project; dissertation, case study, or book. 3 credits.

SEM 700R

Doctoral Program Orientation Seminar

Upon completion of this course, learners will have prepared a plan to navigate their doctoral program of study. This three-day orientation seminar includes journaling for success, advanced learning-team tactics, finding and directing one's passion into a Doctoral Research Study, and APA doctoral applications. 0credit.

SP-TED 500

Survey of Exceptional Students

This course provides an overview on the different categories of exceptionality in regard to the student with special needs. Students will also be introduced to special education law, identification and placement procedures, current delivery systems, and basic philosophies relating to special education practice. 3 credits.

SP-TED 505

Foundations of and Methodologies in Mild Disabilities

This course examines the teaching of students with mild disabilities. Special emphases are placed on learning, disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service programs available, methods of instruction, and behavior modification techniques of each disability area are discussed in-depth. 3 credits.

SP-TED 510

Cross Categorical Student Teaching I

This course focuses on the professional aspects of teaching in a cross categorical special education environment. Students create individual cover letters and resumes, participate in personal assessment interviews, and engage in self-evaluation to develop their own professional growth for inclusion in their portfolios. 3 credits.

SP-TED 515

Cross Categorical Student Teaching II

This seminar emphasizes the practical application of the theories and methods of classroom management. This seminar also provides a forum for open discussion and problem solving based on classroom experiences. 3 credits.

SP-TED 520

Instruction in Content Courses

This course explores the application of basic instructional methods in elementary and secondary classrooms. Students will identify the educational needs of students by exploring current instructional theory, national, state, and local curriculum content standards. 3 credits.

SP-TED 525

Cross Categorical Student Teaching III

This course emphasizes the practical application of instructional and assessment theories. Students review the design and implementation of the instructional unit developed for their Teacher Work Sample. This seminar also provides a forum for open discussion and problem solving based on classroom experience. 3 credits.

SP-TED 530

Cross Categorical Student Teaching IV

This course focuses on the importance of family and community involvement within an educational setting. Students will describe strategies for reporting student progress to parents and will review 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 experience. 3 credits.

SP-TED 540

Diagnosis and Assessment of Mild Disabilities

This course is designed to introduce individuals to the principles and practices of special education evaluations, as well as remediation techniques for learning problems often encountered when teaching students with exceptional needs. Intelligence testing, behavior rating scales, observation tools, limitations of testing tools, interpretation of test results, ethics legal guidelines, procedures for classification and record keeping will be addressed. 3 credits.

Prerequisite: SP-TED 500

SP-TED 549

Characteristics and Strategies in Communication Disorders

This course introduces students in various aspects of communication disorders in children. Topics examined will include typical language development and acquisition, language disorder versus delay, articulation/phonological disorders, stuttering, hearing impairment, and voice. Strategies for classroom interventions and collaboration with school speech-language professional will be explored. 3 credits.

SP-TED 550

Managing Student Behavior

This course examines strategies used managing the inclusive or special education classroom environment. Attention is given to writing behavioral goals for individualized education plans, models of discipline, controlling severely disruptive students, motivating students, communication techniques, crisis intervention, and parent involvement in the design and implementation of a management model. 3 credits.

SP-TED 551

Reading Methods: Decoding, Reading Skills and Practicum

This course focuses on the most current theory and methods of reading instruction. Various instructional techniques related to teaching and improving students' reading skills are modeled. A practicum experience is integrated into the allowing for the application of the strategies and techniques learned through direct work on reading skills with a student from a school setting. 3 credits.

SP-TED 555

Collaboration and Resource Management for the Special Educator

This course provides an overview of the collaborative/consultative role of the special educator. Specific attention will be placed on collaboration between the regular classroom teacher and the special educator. This course will also address how to work effectively and efficiently with parents and the community and will provide information on training the para-professional for both the special education and inclusive settings. 3 credits.

SP-TED 582

Special Education Student Teaching: Cross Categorical, Part I

This course is the capstone experience in the Special Education Program. Students will participate in a field-based experience with a cross-categorical special education population. This course covers the first half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for five topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 4 credits.

SP-TED 583

Special Education Student Teaching: Cross Categorical, Part II

This course is the capstone experience in the Special Education Program. Students will participate in a field-based experience with a cross-categorical special education population. This course covers the second half of that experience. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for five topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and to emphasize the achievement of state specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 4 credits.

SYS 540

Systems Thinking and Performance Measurement

This course is designed to create an awareness of systems thinking in such a way that it guides and influences the optimization of organizations. Students will learn how to collect relevant data and apply performance measurement tools as a means to improve organizational performance. Topics include introduction of systems thinking; tools for measuring organizational performance; organizational performance and measurement systems; data management and analysis (budgeting, forecasting, and cost-benefit analysis); results implementation: decisions, improvement, and growth; and continuous measurement and monitoring for organizational improvement. 3 credits.

Prerequisite: COM 515

SYS 560

Conflict Management Systems

This course provides students with both a theoretical and practical framework for systematically identifying and managing organizational conflict, both internal and external. Topics include assessing and managing workplace conflict; legal and ethical considerations in conflict management system design; negotiation and communication strategies; design of an effective conflict management system; conflict management training and development strategies; and implementing and evaluating an effective conflict management system. 3 credits.
Prerequisite: HRM 556, and SYS 540

TCM 537 †

Networks/Data Communication I

This course provides an overview of the organization and management of the broad and evolving field of telecommunications, including both voice and data communication. Standards, architectures, topologies, and media for both traditional and high-speed local area networks are described. Networking operating systems and management are included. 3 credits.

Prerequisite: CMGT 555

TCM 538 †

Networks/Data Communication II

This course continues the subject of TCM 537, Networks/Data Communications I. Key principles and components required to support enterprise-wide networking, including wide area networks and wireless, are described. The computer network is described and evaluated as part of an organization's strategic plan. The Open Systems Interconnection model is emphasized. 3 credits.

Prerequisites: TCM 537

TED 508

Theories and Educational Approaches to Human Development

This course explores the range of human development. The focus of the course is on defining the developmental stages of life from prenatal through adolescence and examining these stages as they impact instructional practices and decisions in a K-12 environment. 2 credits.

TED 509

American Education Foundations

This course provides the prospective teacher with an introduction to the major issues and challenges in American education. The course focuses on the political, historical, sociological, economic, and philosophical issues that affect education. Other issues addressed include school organization and teaching, curriculum and pedagogic practices, education inequities, and school reform and improvement. 2 credits.

TED 527

Curriculum Integration Methods for Language Arts and Reading

This course focuses on the theories, models and methods, and their application in the teaching and learning processes involved in communication through language arts. The course is aligned with the RICA (Reading Instruction Competence Assessment) to prepare beginning teachers to deliver effective reading instruction that is based on the results of ongoing assessment; reflects knowledge of state and local reading standards for different grade levels; represents a balanced, comprehensive reading curriculum; and is sensitive to the needs of all students. (RICA, 1999) The course addresses language arts as a component of an integrated curriculum, and is designed to prepare beginning teachers to develop reflective readers who can derive meaning from a variety of text. 4 credits.

TED 534

Reading Methods: Decoding, Reading Skills and Practicum

This course focuses on current theory and methods of reading instruction for the exceptional learner. Various instructional techniques related to teaching or improving student's reading skills are modeled with a practicum experience integrated into the course which allows for the application of the strategies and techniques learned through direct work on reading skills with a student with special needs. The course will specifically examine reading problems exhibited by students and will introduce remediation techniques to meet the needs of exceptional learners. 3credits.

TED 538

Curriculum Integration Methods for Social Studies and Fine Arts

This course defines the nature of social studies education in a broad context and examines specific knowledge and skills associated with effective social studies instruction at the elementary and middle school levels. Students will actively use the Internet to search for background information on content and standards and to develop units that integrate social studies content with literature, fine arts, and other disciplines. Emphasis will be placed on instructional strategies designed to promote higher order thinking among children with diverse learning styles and from different cultural backgrounds. 3 credits.

TED 546

Curriculum Integration Methods for Math and Science

This course focuses on the methodology and skills of teaching that enhance the learning of mathematics and science. The theory underlying each content area is explored along with the skills, techniques, and methods necessary to teach the subject matter. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science, and current research on math and science, and pedagogy are explored. This course provides students with an opportunity to learn and develop the ability to use and evaluate instructional and curriculum materials and resources, as well as appropriate assessment strategies of teaching and student learning. 3 credits.

TED 548

Multiple Subjects/CLAD Student Teaching, Part I

This course is the first part of the capstone experience in the Multiple Subject CLAD program in California. It provides students with a field-based teaching experience at the appropriate grade and content level. Students experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and emphasize the achievement of state-specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 4 credits.

TED 549

Multiple Subject/CLAD Student Teaching, Part II

This course is the second part of the capstone experience in the Multiple Subject/CLAD program in California. It provides students with a field-based teaching experience at the appropriate grade and content level. Students experience a clinical supervision model during the instructional phase of the course that utilizes preservation, analysis, reflection, and conferencing components. The student teaching experience is designed to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher and emphasize the achievement of state-specific standards leading to certification. Students cannot advance to Part II without successful completion of Part I. 4 credits.

Prerequisite: TED 548, Part I

TMGT 510+**Project Management in the Technological Environment**

This course presents project management concepts, methodologies, and tools that assist in effectively managing complex, inter-functional technology development projects and programs. The course casts the project manager in the role of systems integrator, and focuses on the need for leadership, teamwork, and organizational skills. Important performance parameters for planning, cost control, scheduling, and productivity are introduced and are accompanied with discussions on traditional and state-of-the-art tools and systems. 3 credits.

Prerequisite: EBUS 500.1, FIN 544, and ECO 533

TMGT 540+**Management of R&D and Innovation Processes**

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 casts the Research and Development (R&D) Manager into 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. 3 credits.

Prerequisite: MGT 554, EBUS 500.1, FIN 544, and ECO 533

TMGT 550+**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. 3 credits.

Prerequisite: TMGT 540, TMGT 510, and TMGT 578

TMGT 578+**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. 3 credits.

Prerequisite: EBUS 500.1, FIN 544, and ECO 533

TMGT 590+**Applications of Technology Management**

This is an integrative course and the capstone for the MBA/TM. The outcome is to apply a range of skills from the individual courses preceding this course by developing a business model for a new venture of the student's choosing. The course will require students to differentiate between entrepreneurial and intrapreneurial processes when contemplating their new venture. 3 credits.

Prerequisite: TMGT 550

PROFESSIONAL PROGRAMS

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 any required prerequisites.

Courses available through Online are noted with a † symbol.

CITC 100.1

A+, Managing and Maintaining Personal Computers

Part I- This is the first in a two-part series designed to prepare the student to become an A+ certified technician. PC and software skills will be learned through a balanced series of lectures and discussions on the theory and practical application of computer hardware and software as well as completion of a large number of comprehensive, hands-on lab exercises designed to teach PC configuration and troubleshooting skills.

Learned skills will be reinforced by analysis of review questions and completion of a careful selection of hardware and software application projects specifically designed to test the students understanding of the course material. This course is primarily designed to teach and improve PC hardware, software, and troubleshooting skills that are necessary to configure and work with PCs in their environment. Topics in this course include a brief history of computers, how computers work, how software and hardware work together, the systemboard and its components, floppy drives and other devices, introduction to hard drives, hard drive installation and support, troubleshooting fundamentals, customizing a PC with peripherals, and understanding and managing memory. **Part II-** This is the second in a two-part series designed to prepare the student to become an A+ certified technician. PC and software skills will be learned through a balanced series of lectures and discussions on the theory and practical application of computer hardware and software as well as completion of a large number of comprehensive, hands-on lab exercises designed to teach PC configuration and troubleshooting skills. Learned skills will be reinforced by analysis of review questions and completion of a careful selection of hardware and software application projects specifically designed to test the students understanding of the course material. This course is primarily designed to teach and improve PC hardware, software, and troubleshooting skills that are necessary to configure and work with PCs in their environment. Topics included in this course include basic electricity and power supplies, supporting Windows 3.x and Windows 95/98, understanding Windows NT Workstation, multimedia technology, purchasing or building a PC, telecommunication and networking fundamentals, the Internet, viruses, disaster recovery, maintenance planning, and the professional PC technician. The A+, Part I course is a prerequisite for this course. *Helps students prepare for the CompTIA A+ exam.* 3 credits.

CITC 110.1

Network+: Networking Technology Essentials

This course provides an introduction to networking technologies utilizing extensive hands-on exercises and case projects that allow skills to be practiced as they are learned. The course covers a wide range of material related to networking, from careers in networking to local area networks, wide area networks, protocols, topologies, transmission media, and security. While introducing students to a variety of networking concepts, many in-depth aspects of TCP/IP protocol suite, will be discussed. In addition to explaining certification objectives, the course adds a multitude of real world examples of networking issues from a professional's standpoint, making it a practical preparation for the real world. 3 credits.

CITM 254.1

Implementing a Database on Microsoft SQL Server 7.0

This course maps to Microsoft Course #833B. It prepares for Microsoft Exam #70-029, and provides students with the technical skills that are required to implement a database solution with the *Microsoft SQL Server 7.0* relational database management system. 3 credits.

CITM 256.1

Updating Support Skills from Makeshift Windows NT 4.0 to Microsoft Windows 2000

This course provides Microsoft Windows NT 4.0 support professional with the knowledge and skills necessary to support Microsoft Windows 2000 networks. This is a performance-based course designed to address the job-related tasks that a support professional must perform by using new or modified features in Windows 2000. 3 credits.

CITM 260

Microsoft Windows 2000 Professional

This course will introduce students to Microsoft Windows 2000 Professional through lectures, demonstrations, discussions, and hands-on lab exercises. Students will perform an over-the-network installation of Windows 2000 Professional, and they will create a master disk image for rapid deployment of Windows 2000 Professional and use the master disk image to install Windows 2000 Professional. Students will learn about and use the various tools for administering and configuring Windows 2000 including the Microsoft Management Console, Task Scheduler, Control Panel, and the Registry Editor. Students will learn how to install and administer TCP/IP (Transmission Control Protocol/Internet Protocol) and will learn how to install and remove some of the other available network protocols including NWLink, NetBEUI (NetBIOS Enhanced User Interface), and DLC (Data Link Control). They will learn about binding, how to bind and unbind protocols, and how and why to change the binding order of protocols. They will learn how to administer local user accounts, local group accounts, local security policy, and local group policies.

They will learn how to install, share and administer print devices. They will learn how to secure resources with NTFS permissions, how to share folders, and how to administer and combine NTFS permissions with Shared Folder permissions. they will learn how to manage data storage, including using compression, disk-quotas, and EFS (Encrypting File System), and how to defragment their hard disks. Students will learn how to back up and restore data, how to monitor access to network resources and to the local computer, and how to back up and restore data, how to monitor access to network resources and to the local computer, and how to configure remote access. They will also learn about the Windows 200 boot process, how to deploy windows, how to configure Windows 2000 for mobile computers, and how to implement, manage, and troubleshoot hardware devices and drivers. 3 credits.

CITM 262

Microsoft Windows 2000 Server

This course will introduce students to Microsoft Windows 2000 Server through lectures, demonstrations, discussions, and hands-on labs. Students will perform an attended and an unattended installation of Windows 2000 Server, and will learn about the various file systems supported by Windows 2000. they will learn how to install and administer Active Directory services and how to manage Active Directory objects. Students will use Microsoft Management Console to monitor system performance, to administer Internet Information Services, and to administer user accounts, group accounts, and group policies. They will learn how to administer print services. They will learn how to install and administer network protocols and services such as virtual private networking, Routing and Remote Access Service, DHCP, WINS and DNS. Students will learn how to back up data, implement disaster protection, and recover from a disaster. 3 credits.

CITM 264

Microsoft Windows 2000 Network Infrastructure Administration

This course will show students how to plan their network infrastructure around features supported by Windows 2000. Issues such as network protocols and services are compared based on the requirements of your organization. This includes compatibility with Novell NetWare, UNIX, and Macintosh computers. In addition, the importance of the Transmission Control Protocol/Internet Protocol (TCP/IP) for enterprise networks is emphasized because of the new feature set of Windows 2000. This includes using Domain Name System (DNS), Windows Internet Name Service (WINS), and Dynamic Host Configuration Protocol (DHCP) in Active Directory-enabled environments. Students will also learn how to configure, manage, secure, and troubleshoot features and services for Windows 2000 enterprise networks, including Routing and Remote Access. 3 credits.

CITM 266

Microsoft Windows 2000 Active Directory Services

This course will introduce you to Microsoft Windows 2000 Active Directory and prepare you to plan, configure, and administer your Active Directory infrastructure. You will learn how to configure the Domain Name System (DNS) to manage name resolution, schema, and replication. You will also learn how to use Active Directory to centrally manage users, groups, shared folders, and network resources, and to administer the user environment and software with group policy. This course shows you how to implement and troubleshoot security in a directory services infrastructure, and monitor and optimize Active Directory performance. You also learn how to deploy Windows 2000 remotely using Remote Installation Services (RIS). 3 credits.

CITM 268

Designing a Microsoft Windows 2000 Directory Services Infrastructure

This course will teach students, through lectures, discussions, paper exercise, and projects, how to design a Microsoft Windows 2000 Directory Services Infrastructure. Students will learn how to assemble a design team and how to analyze current business and technical environments. They will also learn that one of the best ways to gather information is to develop worksheets that outline what they need to know about each environment. This course provides worksheets to assist the students in nearly every aspect of business and technical analyses. The students use the worksheets during their interviews to complete business and technical analyses. After completing the business and technical analyses, the students learn how to plan an infrastructure design. The Active Directory Infrastructure design process consists of four stages: Creating a Forest Plan, Creating a Domain Plan, Creating an Organizational Unit Plan, and Creating a Site Topology Plan. The students will learn how to complete each of these four stages. Finally the students learn how to create an Active Directory implementation plan. They learn how to plan a migration from Windows NT 4 Directory Services to Windows 2000 Directory Services using the domain upgrade method and using the domain into organizational units. (OUs). The students also learn how to plan Directory Service Synchronization with Active Directory. Active Directory is designed to synchronize with Microsoft Exchange Server 5.5 directory services, Novell NetWare Bindery or Novell Directory Services (NDS), and other LDAP-compliant directory services. 3 credits.

CITM 270

Designing Microsoft Windows 2000 Network Security

This course will teach students how to design security for a Microsoft Windows 2000 network through lectures, discussions, paper exercises, and lab projects. Students will learn how to assemble a design team and how to analyze current business and technical environments. After completing the business and technical analyses, the students will learn how to design a security solution, a Public Key Infrastructure (PKI), and Windows 2000 network services security. 3 credits.

CITM 272

Designing a Microsoft Windows 2000 Network Infrastructure

This course teaches students, through lectures, discussions, exercises, and projects, how to analyze the business and technical requirements of an organizational and then create an appropriate Microsoft Windows 2000-based networking services design. Throughout the course, students learn how to evaluate existing designs and recommend solutions to improve the security, availability, and performance characteristics of the network. Each chapter emphasizes how to translate business goals into design requirements. The course is appropriate for students who want to become a network designer or who plan to take the Microsoft Certified Professional Exam 70-221;

Designing a Microsoft Windows 2000 Network Infrastructure. This course teaches students to optimize network designs by incorporating networking services such as Routing and Remote Access, Network Address Translation (NAT), Microsoft Proxy Server 2.0, Dynamic Host Configuration Protocol (DHCP), Domain Name System (DNS), Windows Internet Name Service (WINS), and Remote Authentication Dial-In User Service (RADIUS). 3 credits.

CITM 274

Exchange 2000 Server

This course will teach students, through lectures, demonstrations, in-class labs, and homework exercises, how to implement and manage Microsoft Exchange 2000 Server. Knowledge of Microsoft Exchange Server 5.5 is not a prerequisite for this course, but students who have worked with previous versions of Exchange Server will be excited when they are introduced to Exchange 2000 Server. The class begins by laying some groundwork by presenting the features, design goals, and architecture of Exchange 2000 Server. Then it will explore the installation of Exchange 2000 Server. Because of the tight integration with Microsoft Windows 2000 Server, it will explore how to prepare Active Directory service for Exchange 2000 deployment, and students will have the opportunity to install Exchange 2000 Server on their own computers. Some of the deployment options covered included coexistence with previous versions of Exchange Server and installing Exchange 2000 Server in a clustered environment. Once the messaging system is installed, the focus of the course will be on client types, client access, client management, server management, message routing, and security.

Up to this point, the course has discussed only the fundamentals of e-mail messaging but stopping her would mean using only half of what Exchange 2000 Server has to offer. Exchange 2000 Server also supports shared data, forms management, workflow applications, and real-time collaboration options. All of these topics will be discussed, as well as database maintenance and various disaster recovery procedures. The course ends with chapters that explore how to coexist with Microsoft Mail, Lotus cc:Mail, Lotus Notes, and Novell GroupWise. The course includes labs that the students can complete in class as well as textbook exercises that the students should complete on their own. 3 credits.

CITM 276

SQL Server 2000 Systems Administration

This course will introduce students to Microsoft SQL Server 2000 System Administration and prepares them to install and/or upgrade to SQL Server 2000. Students will learn about environments in which SQL Server 2000 installed, and they will learn to create databases and transfer data into databases. They will also learn how to back up and restore system and user databases. This course shows students how to manage the security of SQL Server 2000 and its databases. Students will learn about additional configuration and setup tasks, how to automate routine administrative tasks, and how to monitor SQL Server for performance and activity. Finally, they will learn about SQL Server replication, log shipping, and clustering. 3 credits.

CITP 100

Internet and Web Page Authoring Fundamentals

This course is designed to guide students through the Internet and its wide array of useful resources. Students learn how to use key Internet technologies, such as Web browsers, e-mail newsgroups, File Transfer Protocol (FTP), Telnet, and search engines. Students gain experience configuring both *Netscape Navigator* and *Microsoft Internet Explorer* to access rich multimedia, including *RealPlayer*, *Shockwave* and *Flash* content. Students also use a variety of Web-based search engines to conduct advanced searches and learn the basics of electronic commerce and security issues. Additionally, students learn Web page creation and other aspects of Web authoring. Students gain experience developing Web pages in a text editor and a graphic user interface (GUI) editor. Students also learn how to use Cascading Style Sheets (CSS) and study the basics of Extensible Hypertext Markup Language (XHTML), JavaScript®, Dynamic HTML (DHTML), and the Document Object Model (DOM). After completing this course, students will be able to create simple Web pages containing text, graphics, hyperlinks, tables, forms, and frames. This course combines with CITP 101 to prepare students to pass the CIW Foundations Exam (1D0-410). 1 credit.

CITP 101

Networking Fundamentals

This course is designed to teach students fundamental networking concepts and practices. Topics include network architecture and standards, networking protocols, TCP/IP, Internet servers, server-side scripting, database connectivity, and security. It builds on the concepts taught in CITP 100, and combined with course CITP 100, prepares the student to pass the CIW Foundation Exam (1D0-410). 1 credit.

CITP 104

Internet Systems Management

This course is designed to present the fundamental concepts of Internet services. Students will learn Internet management techniques on *Microsoft Windows NT*, and *Linux* network operating systems. Students will also learn to configure DNS, WINS, Samba, Telnet, and FTP for Web Server Management. Students should have passed the CIW Foundations exam (1D0-410), or have equivalent experience prior to taking this course. Courses CITP 104 and CITP 106 are designed to prepare students for the CIW Server Administrator Exam (1D0-450). 1 credit.

CITP 106

Advanced Internet Systems Management

This course is designed to present fundamental concepts of client Internet services. Students will learn to use *Microsoft Internet Explorer* and *Netscape Navigator* as a tool to access business information. Students will also learn research techniques using search engines to locate information on the Internet. Concepts on Internet security and electronic commerce will be presented. Students should have passed the CIW Foundation exam (1D0-410), or have equivalent experience prior to taking this course. Courses CITP 104 and CITP 106 are designed to prepare the student for the CIW Server Administrator Exam (1D0-450). 1 credit.

CITP 108

TCP/IP Internetworking

This course is designed to teach key Transmission Control Protocol/Internet Protocol (TCP/IP) concepts and protocols so network professionals can effectively plan, deploy and manage a TCP/IP enterprise network. Students will learn to build an enterprise network and analyze TCP/IP application and protocol information. Students should have passed the CIW Foundation exam (1D0-410), or have equivalent experience prior to taking this course. Courses CITP 108 and CITP 110 are designed to prepare the student to pass the CIW Internetworking Professional Exam (1D0-460). 1 credits.

CITP 110

Advance TCP/IP

This course emphasizes Transmission Control Protocol/Internet Protocol (TCP/IP) routing, network troubleshooting, network management, and next generation Internet protocol technologies. It guides students through the concepts and protocols used in Internet routing, and how to troubleshoot TCP/IP networks using a packet sniffer and TCP/IP utilities. Students will configure the Simple Network Management Protocol (SMMP) to effectively manage a network, and implement a functional Internet Protocol version 6 (IPv6) network in the classroom. Students should have successfully completed CITP 104, CITP 106, and CITP 108 prior to taking this course. Courses CITP 108 and CITP 110 are designed to prepare the student to pass the CIW Internetworking Professional exam (1D0-460). 1 credit.

CITP 112

Networking Security & Firewalls

This course is designed to teach students how to secure networks from unauthorized activity. Students learn about establishing an effective security policy, different types of hacker activities, the hacker's mind-set, and preventing and managing hacker penetration. The course covers authentication procedures, encryption standards and implementations, ports and protocols that hackers manipulate, and how to engage in proactive detection and response/reporting methods. Students should have successfully passed the CIW Foundations exam (1D0-410), CIW Server Administrator exam (1D0-450), and CIW Internetworking Professional exam (1D0-460), or have equivalent experience. Courses CITP 112 and CITP 114 are designed to prepare the student to pass the CIW Security Professional Exam (1D0-470). 1 credit.

CITP 114

Operating Systems Security & Auditing

This course is designed to teach students the least security industry recommendations and how to protect *Windows NT* and *Linux* servers in a variety of settings. Students will learn how to protect *Windows NT* and *Linux* systems from attacks, reconfigure the operating systems to fully protect it, and scan hosts for known security issues. Students will also learn how to perform different phases of a security audit, including discovery and penetration, and how to defeat unauthorized users from controlling company networks. The course discusses how to use *Windows NT* and *Linux* to identify security issues and suggests industry-standard solutions. Students will also learn how to generate effective audit reports that can help organizations improve their security and become current with industry security standards. By the end of the course, students will have a solid understanding of the security architectures used by *Windows NT* and *Linux*.

Students should successfully pass the CIW Foundation exam (1D0-410), CIW Server Administrator exam (1D0-450), CIW Internetworking Professional exam (1D0-460), and course CITP 112, or have equivalent experience. Courses CITP 112 and CITP 114 are designed to prepare the student to pass the CIW Security Professional Exam (1D0-470). 1 credit.

CITP 120

Design Methodology and Technology

Design Methodology and Technology is a course that teaches students how to create and manage Web sites with tools such as Macromedia Dreamweaver 3.0 and Flash 5.0, FrontPage® 2000, Dynamic HTML, and various multimedia and CSS standards. Students will also implement the latest strategies to develop third-generation Web sites, evaluate design tools, discuss future technology standards, and explore the incompatibility issues surrounding current browsers. The course focuses on theory, design and Web construction, along with information architecture concepts, Web project management, scenario development and performance evaluations. Students should have passed the CIW Foundation exam (1D0-410), to have equivalent experiences, prior to taking this course. Course CITP 120 designed to prepare a student to pass the CIW Internetworking Professional Exam (1D0-420). 2 credits.

CITP 122

E-Commerce Strategy and Practices

E-Commerce Strategy and Practices is a course that teaches students how to conduct business online and the technological issues associated with constructing and electronic-commerce Web site. Students will implement a genuine transaction-enabled business-to-consumer Web site, examine strategies and products available for building electronic-commerce sites, examine how such sites are managed, and explore how they implement an existing business infrastructure. Students get hands-on experience implementing the technology to engage cardholders, merchants, issuers, payment gateways and other parties in electronic transactions. Students should have passed the CIW Foundations exam (1D0-410), or have equivalent experience, prior to taking this course. Course CITP 122 designed to prepare a student to pass the CIW Internetworking Professional Exam (1D0-425). 2 credits.

CITS 120

Cisco Networking Fundamentals

This course is designed to teach students the fundamental concepts of personal computers and networking. Students will learn about the hardware components of a computer, the role of a computer within a network, electronic and signaling concepts, network cabling, the open systems interconnect (OSI) reference model, local area network (LAN) concepts and technologies, and the transmission control protocol /internet protocol (TCP/IP). In addition, students will learn formal troubleshooting methodology and the importance of scientific reasoning and inquiry. Although no prior experience is required, it is helpful if students have A+ certification or equivalent experience, as well as experience with using personal computers and personal computer software, prior to taking this course. This course will provide the prerequisite skills necessary to successfully complete CITS/122, Cisco Network Router Technologies. 3 credits.

CITS 122

Cisco Network Router Technologies

This course provides students with the knowledge and skills necessary to design, build, and maintain small to medium size network using Cisco networking technologies. Instruction includes router architecture, boot procedures, operating system concepts, addressing, protocols, and TCP/IP implementation procedures. In addition, the course teaches fundamental principles in the use of the router and command line interface necessary for use throughout the Cisco Networking program. The prerequisite for this course is CITS/120, *Cisco Networking Fundamentals*. This course also provides students with the prerequisite knowledge and skills required for course CITS/124, *Advanced Cisco Routing and Switching*. 3 credits.

CITS 124

Cisco Routing and Switching

This course provides students with the knowledge and skills necessary to design, build, and maintain small to medium size networks using Cisco networking technologies. Instruction includes LAN and router performance characteristics, LAN switching, virtual LANs (VLANs), network design characteristics, access control, IPX networking, and network troubleshooting. The prerequisites for this course are CITS/120, *Cisco Networking Fundamentals*, and CITS 122 *Cisco Network Router Technologies*. This course also provides students with the prerequisites knowledge and skills for course CITS 126, *Cisco Wide Area Networking*. 3 credits.

CITS 126

Cisco Wide Area Networking

This course provides students with the knowledge and skills necessary to design, build, and maintain small to medium size networks using Cisco networking technologies. It includes WAN concepts, WAN protocols, Integrated Services Digital Network (ISDN) concepts, Frame Relay concepts, and WAN monitoring and troubleshooting. The prerequisites for this course are CITS 120, *Cisco Networking Fundamentals*, CITS/122, Cisco Network Router Technologies, and CITS/124, Advanced Cisco Routing and Switching. 2 credits

COM 515

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. 1 credit.

COM 516+

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, the purpose and use of portfolios, program standards, and critical thinking. 1 credit.

CPMGT 300

Project Management

This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft®Project® software. 3 credits.

CPMGT 301

Strategic Portfolio and Project Management

This course provides students with insight into the management of an organization's strategic project portfolio. Students will learn the value of aligning a project's goals and objectives with the organization's strategies and stakeholders' interests. In add-on, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organizations. Students will also examine the characteristics of global and virtual project management. 3 credits.

Prerequisite: CPMGT 300

CPMGT 302

Procurement and Risk Management

This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes. 3 credits.

Prerequisite: CPMGT 300

CPMGT 303

Project Estimating and Control Techniques

To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations. 3 credits.

Prerequisite: CPMGT 300

CPMGT 304

Leading Projects in Organizations

This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management. 3 credits.

Prerequisite: CPMGT 300

CUR 558

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, implementation, and evaluation are addressed; practical application is emphasized. 3 credits.

CIS 564.4

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 presented. 3 credits.

CUR 524✦

Instructional Design

This course is designed to provide students with the instructional design skills they need to develop educational courses and materials for adult learners. Students will study the relevant theories of instructional design and apply proven procedures for designing, developing, implementing, and evaluating objectives-based instruction. Specific focus will be given to the creation of materials appropriate for adult learners in classrooms and learning at a distance, including attention to life experiences, entry level skills, motivational needs, and modes of delivery. 3 credits.

EBUS 500.1

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 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. 3 credits.

EBUS 510

e-Business Operations

This course integrates two models of e-business strategies and applications for new and existing business enterprises. Some of the key business processes discussed in this course include e-Business Process and Strategy, e-Business Application Architecture, Enterprise Resource Planning, e-Business Strategy and Design, and Selling and Supply Chain Management. Emphasis is placed on creating an e-Business design for domestic or international business enterprise. 3 credits.

EBUS 520

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 evaluation and development and determine how different industries can use the tool of the Internet in creating new markets. 3 credits.

EBUS 530

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. 3 credits.

EBUS 540

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. 3 credits.

EBUS 550

Creating the e-Business

This is an integrative course and the capstone for the e-Business Certificate Program. 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. 3 credits.

ECN 518

Educational Counseling Theories

This course is a study of selected theories of counseling and psychotherapy as they apply to a school guidance/counseling setting. The focus is on examining key concepts, therapeutic processes, interventions and procedures of theories most applicable in a school setting. Emphasis is on the integration of theory for students' professional development as school guidance counselors. 3 credits.

ECN 520

Legal and Ethical Issues in School Counseling

This course emphasizes the legal and ethical responsibilities of the school counselor. Students become familiar with the code of ethics and legal parameters of their discipline in order to effectively interpret and act upon situations in an appropriate and effective manner. Content includes such issues as client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision making models. 3 credits.

ECN 531

Professional Assessment, Part I

This one-credit assessment course samples and evaluates the student's cognitive, affective and behavioral skills in critical areas of the learning and practice of school counseling. This course helps determine the student's appropriateness for the program. The purpose of the assessment process is to help the student evaluate his or her aptitude for the school program and to evaluate the candidate's readiness for admission. 1 credit.

ECN 532

Professional Assessment, Part II

This course helps students integrate and evaluate their learning to this point. Like the activities in an assessment center, this course 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 professional competence and personal growth. 1 credit.

Prerequisite: ECN 531

ECN 540

Introduction to School Guidance Counseling

This course introduces prospective school counselors to the history, services, roles, and expectations of counselors in elementary and secondary schools in America. It also presents a systematic approach to assessing, designing, implementing, and evaluating comprehensive guidance programs in schools, as well as the important trends and goals that will continue to influence school counseling into the next century. 3 credits.

ECN 545

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. 3 credits.

ECN 555

Student Assessment and Evaluation in Education 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 tests 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. 3 credits.

ECN 560

Educational Counseling of the individual

This course focuses on school counseling practices based on individual case management. Techniques and skills for intervention and guidance are investigated and applied to situations commonly faced by school counselors in the context of the populations they serve within a comprehensive guidance and counseling program. 3 credits.

Prerequisite: ECN 518 and ECN 540

ECN 565

Educational Counseling of Groups

This course provides the student with both group facilitation experience and skills and group participation experience. The student learns what effective group counseling is, how group counseling is implemented in the school setting, and the techniques, strategies, and activities that facilitate a successful group experience for guidance counselors and students. 3 credits.

Prerequisite: ECN 518 and ECN 540

ECN 573

Social and Multicultural Issues in Educational Counseling

This course is designed to be a comprehensive foundation for understanding diversity among people in a pluralistic society and for developing the awareness, knowledge, and skill necessary to become an effective multicultural school counselor. The course focuses on the development of awareness, knowledge, and skill along the following dimensions: awareness of one's own values and biases, understanding culturally different worldviews, and the development of diverse intervention strategies and techniques. Emphasis will also be placed on integrating awareness, knowledge, and skill related to counseling differences and similarities based on age, race, ethnicity, national origin, religious affiliations, gender identification, sexual orientation, physical/mental limitations, and social class. 3 credits.

ECN 596

Educational Counseling Practicum

The Educational Counseling Practicum is designed to help students make the transition from studying school guidance and counseling concepts to the practical application of these concepts in an elementary, middle/junior high, or secondary school setting. The practicum requires a minimum of 100 hours, with 40 hours in direct service with students, for completion. Practicum students are closely supervised as they develop skills and techniques that will enable them to become successful, competent educational counselors. 3 credits.

EDA 520

Leadership Assessment I

This course utilizes the Development Assessment Center from the National Association of Secondary Schools Principals (NASSP) to assess a candidate's readiness as a school leader to effectively implement Oregon's Plan for the 21st Century. The assessment is a source of information for a candidate to develop a professional development plan that will be utilized throughout the MAEd program and into the candidate's administrative career. The course samples behavior in interpersonal skills, administrative skills, communication skills, and knowledge of self. Simulation exercises are utilized by trained faculty assess the skills and performances of candidates. Candidates also participate in an interview process to assess administrative qualities. The interview will emphasize the themes of purpose, human interaction, human development, and resource awareness. 1 credit.

EDA 525

Oregon's Plan For The 21st Century

This course is designed to introduce the history of school reform and frame Oregon's educational act within a national and historical perspective on the formal "changing process." The course will examine the major historical reform initiatives from the 20th century, and include a brief survey of epistemology to support an understanding of the foundations of current education reform and the many changes over the years. With that framework, the course will take a detailed look at Oregon's 21st Century Act and analyze its components in terms of what it means for school administrators for short and long term restructuring and change. Finally, the course will look at similar reform initiatives around the nation. 1 credit.

EDA 532+

Human Relations and Organizational Behavior in Education

This course examines human relations and organizational behavior concepts, strategies, and theories from the public and business 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, problem solving, and multicultural issues. 3 credits.

EDA 538+

Education Finance and Budgeting

This course examines the concepts and theories that form the foundation of public school finance in American and the practical application of those concepts and theories in the areas of taxation and revenue sources, budget planning and development, legislative issues, risk management, and other associated school finance considerations. 3 credits.

EDA 545+

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 practice. 3 credits.

EDA 550+

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 resource department and its influence on individual schools is discussed. Current practices of recruitment, selection, retention, and evaluation of personnel and their legal implications are emphasized. Updated views of bargaining/negotiating are also discussed. 3 credits.

EDA 554+

Instructional Program Management and Evaluation

This course 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 institutional improvement, assessment, evaluation of instructional standards, and staff development to impact achievement. 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. 3credits.

EDA 590A/B/C+

Administrative Internship

The practicum 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. 1 credit each.

EDA 564+

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. 3 credits.

EDD 520 †

Critical Issues in Education

This course is designed to allow students to explore current educational issues in the context of their social and philosophic 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 values clarification are discussed in relation to schooling. 3 credits.

EDTC 526 †

Assessment and Evaluation in E-Education

This course focuses on developing the skills necessary to become effective assessors of adult learners. Students learn the fundamentals of traditional testing and explore how to design alternative assessments in an electronic environment. Interpretation of assessment data, strategies for tracking student progress, and communicating results based on clear criteria and standards will be presented. Critical assessment issues facing distance education programs will be analyzed and debated. 3 credits.

EDTC 550 †

Information Technology

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. 3 credits.

EDTC 555 †

Internet and Distance Education Deliver

This course compares and contrasts different education delivery systems. Both asynchronous and synchronous deliveries are explored. An emphasis is placed upon Internet delivery and Internet course management solutions. 3 credits.

EDTC 560 †

Applications of Multimedia and Web Page Design

This course examines different elements of multimedia and then applies them to presentations solutions that range from Microsoft PowerPoint to Web pages. Basic HTML is covered as well as the integration of multimedia into Web page design. 3credits.

EDTC 570 †

Courseware Authoring

This courses compares and contrasts different approaches to courseware authoring. A development life cycle model is examined that includes analysis, design, development, implementation, evaluation, deliver, and support. An emphasis is placed upon the design and development of Web delivered courseware. 3 credits.

EDTC 575 †

E-Education in the Global Environment

This course focuses on the business of distance education from a global perspective. Educational systems, cultural differences as well as curricula of various global environments are explored. Students will study political and cultural issues that impact education and its delivery of education through distance education modalities. 3 credits.

GMGT 510

Global Business Organization and Culture

This course examines the cultural and organization framework within which global business is conducted. Topics include socio-cultural forces, cultural analysis, communication strategies human resource investment and utilization, and managing across borders. 3 credits.

GMGT 520

External Environment of Global Business

This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organization, regional integration, and conflict resolution of global trade disputes. 3 credits.

GMGT 530

Internal Environment of Global Business

This course examines issues and functions that global business faces within control of the organization. Topics include organizational forms of entry and exit, legal issues, marketing, finance, human resources, and risk management. 3 credits.

GMGT 540

Global Strategy Formulation and Implementation

This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategic choices, strategy selection, implementation and control issue, portfolio management, and case analysis. 3 credits.

GMGT 550

Global Management Capstone Course

This course integrates all previous learning in the Global Management Certificate program in a final individual Country Expert Project demonstrating mastery of program learning outcomes. This course also challenges the Learning Teams to take a leadership role in researching and presenting to the class a variety of current issues affecting business in every region of the world. 3 credits.

HCSX 500

School Nursing Practice

This course examines the contemporary role of the nursing professional in the assessment, development, delivery, and evaluation of comprehensive school health programming. It serves as a theoretical framework for competency skill building in addressing the health needs of school-age children and the service delivery requirements for an effective school health program. Application of nursing theory to comprehensive school health programming is emphasized. The course focuses on program management, professional development, planned change, research, health education, interdisciplinary collaboration, and adaptation concepts. 3 credits.

HCSX 503

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 handicapped student. A "Learning Lab" will provide experience with supportive equipment necessary to assist handicapped students in achieving optimal levels of health and learning. 3 credits.

HCSX 506

Health Assessment of the School-Age Child

This course provides the foundation for the development of a comprehensive health assessment data base 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. Students will formulate appropriate nursing diagnoses based on the data base obtained from the comprehensive health assessment. Management of minor illness and health care problems common to this age group is integrated into the health assessment process. 3 credits.

HCSX 517

Nursing of High Risk Populations, Groups, and Communities

This course focuses on the utilization of nursing and family theories in professional nursing and community health practice to promote the self-care of individuals, families, and population aggregates. Based on community health nursing standards, students learn skills to assess and identify populations at risk and to develop client-centered interventions in collaboration with available community resources. Utilizing the epidemiologic model, students identify levels of prevention and health promotion as related to the individual, family, workplace, and environment. Current social and economic factors are explored. Five workshops provide the framework for development of the nursing professional roles of teacher, caregiver, and manager of care for populations. 3 credits.

HCSX 519

Concepts of Health Care Management

This course provides a study of management techniques, organizational theory, and leadership, and their application to the development of the nurse's role as manager of care. The managerial functions of planning, organizing, staffing, leading, and controlling are explored in the context of both individual and group behavior as experienced in health care systems. Health care trends and the impact on the manager and organization are addressed in the context of effective use of change strategies. 3 credits.

HRM 422

Employment Practices

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 topics provide a foundation in important techniques and practices that are critical for effective HR initiatives and performance of the firm in the areas of human resource planning, testing, staffing, appraisal, managing separations, and HR and technology. 3 credits.

HRM 434

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. 3 credits.

HRM 424

Compensation

This course prepares the student in basic compensation design and decision-making required for planning, developing, and administering compensation programs that are compliant with government laws and regulations. 3 credits.

Prerequisite: HRM 422

HRM 425

Benefits, Safety, and Health

This course examines the roles of governments and employers in providing retirement, health, and safety programs for employees' security and well being. Basic types of retirement and medical plans are compared and contrasted. Current trends in legislation and in life, health, and retirement plans are reviewed. Throughout the course, students are given opportunities to practice the selection of employee benefits with the objective of helping to meet corporate goals. 3 credits.
Prerequisite: HRM 422

HRM 426

Employee Development

This course addresses the dynamic and broad range of issues requisite for managers and human resource professionals to make training a strategic factor in organizational success. Coverage includes general information on the mission and challenges facing training managers. Managing the training function, conducting needs analyses, instructional design, the impact of technology on training delivery, job skills for trainers, and future trends in training are covered. 3 credits.
Prerequisite: HRM 422

HRM 427

Critical Issues in Human Resource Management

This course focuses on five key issues that present the greatest opportunities and challenges for HR professionals today and examines the implications of the issues in policy formulation and program development. The course explores ways to realign HR and to explain the professional competencies needed to take a leadership role in realizing organizational change. It examines the opportunities and benefits of planning for and managing a diverse workforce, and defines the role of HR in transition to and in managing in a team environment. This course also evaluates ways to design and implement alternative work schedules, and provides information on the Human Resource Certification Institute's exam and code of ethics. 3credits.

Prerequisite: all other HRM course work

INT 617

Survey of Marketing and Strategy Planning Concepts

This course is designed to introduce the student to the dynamic nature of contemporary marketing and business strategy as a combined topic. The course stresses a need to understand basic marketing and strategy concepts, and to be able to apply them to solve real world business problems in the development, implementation, and reformulation of business strategy. The course accentuates the need for awareness of, and accommodation to, change in a company's internal and external environments, with particular focus on the needs of the customer. generic types of business strategies and techniques for analyzing strategies are also covered. Marketing plans, with specific emphasis on marketing mix considerations are explored. 4 credits.

ITH 510

The 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. 3 credits.

ITH 511

Information Technology in e-Health

This course introduces the fundamentals of technology and the role of information processing in today's e-Health environment. An overview is presented of information systems, systems development, operating systems and languages, database management, networking and telecommunications, and the Internet as they pertain to e-Health. In addition, a management perspective is given for each of the areas. 3 credits.

ITH 512

Data Management in e-Health

This course focuses on managing health care data and automated health information records that support clinical, management, education, and research information in the e-health environment. It will enable the health care professional to develop a strategy for managing and organizing enterprise electronic healthcare data to support the business activities of the organization. Included will be discussion of proper data collection, coding, standards, and record retention. Additionally this course will analyze quality assurance processes in an e-health environment. 3 credits.

MGT 304

Service Operations Finance

MGT 304 covers the basic principles of finance that are essential to Service Operations Managers, including evaluation of profit/loss statements and identification of finance and accounting terminology. Cost/benefit analysis, budgeting, financial mathematics, and cost of capital are also covered. Topics include: 1) Analysis of Profit and Loss Statements, 2) Budgeting, 3) Cost/Benefit Analysis and Financial Statements, 4) Cost of Capital, and 5) Capital Budgeting Tools. 1 credit.

MGT 600

Ergonomics/Human Factors

This course provides an overview of the field of Ergonomics and provides numerous examples to show the settings that can be improved in manufacturing and in the office. Students will learn how to design products and works areas to fit the user. 3credits.

MGT 601

System Safety

course in quantitative and qualitative methods for safety analysis of systems, processes, equipment and other entities. Topics will include hazard analysis, fault tree analysis, behavior justification, HAZOP and PROCESS SAFETY analysis. 3credits.

MGT 602

Environmental Program Management

This course will address all of the elements needed to comply with federal and state environmental regulations—SARA, RCRA, Clean Air/Water Acts, storm water, etc., and various state regulations which are models for other states. 3 credits.

MGT 603

Arizona Environmental Law

A course covering The Arizona Environmental Law. Topics include, but are not limited to, air quality, solid waste, hazardous, storage tanks, emergency planning, and criminal liability. Students will learn the jurisdiction of state, federal, and county agencies. 3 credits.

MGT 604

Risk Management A: Property/Casualty

An overview of the risk management process including the development of pre-loss and post-loss goals, identifying loss exposures and the utilization of risk management techniques. Risk financing and risk control aspects will be addressed regarding property and casualty exposures with special emphasis on property protection, builders' risk, business interruption, general and auto liability, employment liability, pollution liability, and disaster planning and procedures. Various domestic and global insurance programs and types of coverage will be addressed. 3 credits.

MGT 605

Risk Management B: Workers' Compensation

An overview of the risk management process as it pertains to statutory workers' compensation and employer's liability insurance programs, including identifying loss exposures and the utilization of risk management techniques. Worker's compensation program financing and various types of insurance options will be addressed. The identification of pre-loss and post-loss goals will be addressed including establishing claim management and cost-containment programs, safety and loss control programs, and modified duty early return to work programs. The course will also address the interdependence of OSHA compliance, human resources/EEO issues and worker's compensation/employer's liability in today's diverse workplace. 3 credits.

NIS 560

Professional Practice/Trends, Issues, and Theories

This course prepares nurses to define the role of the informatics nurse. Students will identify key trends and issues in nursing informatics standards, technology advancements, health care delivery changes, and regulatory/accreditation requirements. The course will address monitoring systems to ensure that patient's privacy/confidentiality is secure and that allocation of technology-related resources is equitable. Students will use tools to redesign nursing activities to maximize automation utilization while maintaining integrity of professional nursing practice. When redesigning these activities, students will select nursing taxonomies and nomenclatures consistent with professional practice users. The course also will cover incorporating theories, such as communication, information, behavioral, management, systems, and nursing, during all phases of informatics implementation.(6 workshops) 3 credits.

NIS 561

System Analysis/Design and Human Factors

This course prepares nurses to assess clinician's patient-specific, agency-specific, and domain-specific data and information requirements. Students will evaluate clinical information system design features that address flexibility, connectivity, performance, security and confidentiality, and human factors (both physical and cognitive). Students also will define hardware and software aspects of the clinical information systems and evaluate systems for clinical decision-making capabilities. 3 credits. (6 workshops)

NIS 562

System Implementation, Support, Testing, and Evaluation

This course prepares nurses to implement, test, support, and evaluate a clinical information system. Students will develop a project plan that includes identifying the project team, activities, and change management considerations for implementing a clinical information system across the enterprise. Students will design and develop training programs, documentation, test plans, and policies and procedures that support the various users and the enterprise's needs. This course also will cover developing evaluation processes to monitor performance and safety of clinical information systems, effectiveness and efficiency of the system, and implementation and support processes, as well as demonstrate cost-benefit of systems. 3 credits. (6 workshops)

NIS 563

Information/Database Management and Computer Technology

This course prepares nurses to develop approaches to collecting and maintaining uniform information from automated health information records that support clinical patient care or populations, health care management, education, and research. Students will conduct data analysis by developing query criteria and report formats for selected health information databases and institution specific administrative databases. Students also will design their own database on user-defined problems and will examine the hardware and software capacity required to support their database. 3 credits. (6 workshops)

OSC 300

Strategic Supply Chain Management

This course provides an overview of "lean manufacturing" as an approach companies use to achieve world-class capabilities in satisfying customers. Students will learn how lean manufacturing principles and techniques impact a manager's ability to provide added customer value on the products and services they procure by improving value creating opportunities along the product's supply or value chain. A technique known as the value stream mapping is introduced to help students determine where value be added and waste eliminated. 3 credits.

OSC 301

Operations Management

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, e-business, and supply chain management. This course will include operations management, personnel, purchasing, logistics, engineering, human resources management, accounting, finance, and marketing. 3 credits.

Prerequisite: OSC 300

OSC 302

Lean Enterprise

This course provides an overview of "Lean Enterprise" as an approach companies use to achieve world-class capabilities in satisfying customers. Students will learn how lean manufacturing principles and techniques impact a manager's ability to provide added customer value on the products and services they procure. This is accomplished by improving value-creating opportunities along the product's supply or value chain. A technique known as value stream mapping is introduced to help students determine where value can be added and waste eliminated. 3 credits.

Prerequisite: OSC 300

OSC 303

Global Sourcing & Procurement

This course provides a managerial perspective of the essential tasks and challenges associated with the sourcing and procurement of materials domestically and globally. Emphasis is on the strategic identification and contribution that purchasing can make to corporate and business strategies through the development of integrated procurement and sourcing strategies. This course further emphasizes the importance of supply chain management in the timely procurement and delivery of materials, especially in the global environment. This course is an essential element of procurement, materials management, supply chain management, sourcing management, logistics, and operations management and procurement. 3 credits.

Prerequisite: OSC 300

OSC 304+

Integrated Logistics Management

This course describes how companies can use logistics and supply chain management practices strategically to satisfy customer requirements, especially in the area of providing lower costs and rapid order fulfillment. Students will learn managerial logistics responsibilities in the following areas: transportation, inventory management planning, warehousing, packaging, materials handling, collaborative planning, forecasting and replenishment activities, and customer service. 3credits.

Prerequisite: OSC 300

OSC 305+

The Role of e-Business in Supply Chain Management

This course provides an overview of several major benefits of the application of e-business practices to current business enterprises and discusses e-business trends and marketing strategies implemented in numerous industries. Technical areas such as networking and telecommunications, data security, storage and retrieval of multimedia; business areas such as marketing, procurement, billing and payment, and supply chain management; legal aspects such as information privacy, intellectual property, taxation, and contractual and legal settlements are also addressed. Students will learn how incorporating e-business into Supply Chain Management facilitates the reduction of product and service cost, and improvement of customer response time and quality. Implementing initiatives in e-business has emerged as a significant business strategy in the information age. 3 credits.

Prerequisite: OSC 300

PMT 300✦

Procurement Fundamentals

This course introduces the student to the basic procurement process. It covers the evolution of the purchasing function as well as the elements of requirements identification, proposal/negotiation, supplier selection, contract development, supplier development, and performance evaluation. 3 credits.

PMT 302✦

Supply Chain Management

This course is designed to introduce the student to the strategic importance of the procurement process to the organization. The student should be able to incorporate a procurement strategy based on the organization's strategy into the business process with the philosophy of supply chain management. This recognizes the importance of the suppliers in the total process and how one incorporates this philosophy into reducing cost, increasing service, and helping to assure supply using a cross-functional team. 3 credits.

PMT 304✦

Procurement Process Management

This course focuses on the elements of administering and managing the overall supply chain process including alignment with the organizational mission, development of appropriate policies and procedures, determination of workload and staffing, training requirements and functional evaluation to assure maximum efficiency and effectiveness in supporting the organization. 3 credits.

PMT 306✦

Materials Management

This course focuses on strategies to maximize the flow of materials and services to the organization, and the logistics management functions within the supply chain. Students will learn how to apply materials management skills in the areas of planning, scheduling, financial analysis, forecasting, inventory, and physical distribution. The concepts of Just-in-Time (JIT) and Total Quality Management (TQM) are emphasized relative to materials management. 3 credits.

TMGT 510

Project Management in the Technological Environment

This course presents project management concepts, methodologies, and tools that assist in effectively managing complex, inter-functional technology development projects and programs. The course casts the project manager in the role of systems integrator, and focuses on the need for leadership, teamwork, and organizational skills. Important performance parameters for planning, cost control, scheduling and productivity are introduced and are accompanied with discussions on traditional and state-of-the-art tools and systems. 3 credits.

TMGT 540

Management of Research and Development and Innovation Processes

This course explores the role of Research and Development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace. 3 credits.

TMGT 550

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. 3 credits.

TMGT 578

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 external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues. 3 credits.

TMGT 590

Applications of Technology Management

This is an integrative course and the capstone for the Technology Management Certificate Program. The outcome is to apply a range of skills from the individual courses preceding this course by developing a business model for a new venture of the student's choosing. The course will require students to differentiate between entrepreneurial and intrapreneurial processes when contemplating their new venture. 3 credits.

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<i>Ft. Lauderdale Campus</i>	<i>Philadelphia Campus</i>	<i>Wisconsin Campus</i>	Alcala, Martha A., MBA National University
Polak, Rhonda, DBA Nova Southeastern University	Thompson, Gloria, MBA York College	Radionoff, Kathleen, MBA/MS University of Minnesota/ University of Wisconsin	Alegria-Rodriguez, Reynaldo R., MAJ University of Puerto Rico
<i>Hawaii Campus</i>	<i>Phoenix Campus</i>	Campus Area Chairs	Alexander, Elwood (Woody), MBA, University of Missouri, Kansas City
Messinger, Thane J., JD University of Texas, Austin	Doran, George t., PhD New York University	<i>Area Chairs are appointed at each campus in the following areas:</i>	
<i>Houston Campus</i>	<i>Pittsburgh Campus</i>	Accounting	
Myer, Gordon, PhD University of Missouri	Liberatore, Ralph, PhD University of Pittsburgh	Economics	
<i>Idaho Campus</i>	<i>Puerto Rico Campus</i>	Financial Planning and Control	
Vacant	Rivera-Dominguez, Angel Antonio, JD Inter American University of Puerto Rico	General Business & Strategic Management**	
<i>Jacksonville Campus</i>	Marrero, Wanda I., PhD University of Texas, Austin	Law**	
Polding, Brian E., PhD University of Florida	<i>Rotterdam Campus</i>	Leadership (DM-Online only)	
<i>Louisiana Campus</i>	Vacant	Management (General & Operations)	
Corrello, Myra, PhD University of Kentucky	<i>Sacramento Campus</i>	Marketing	
Maryland Campus	Sheaffer, Timothy A., JD University of the Pacific	Organizational Behavior and Development	
Vacant		Quantitative Analysis & Applied Research	
		**This is a name change.	

Alexander, Gloria E., MS Troy State University	Amidi, Erfan, PhD Northeastern University, Boston	Apodaca, David G., ME University of California, Los Angeles	Ayan (Atil), Melike, MBA Rutgers University
Alexander, Kathryn, MA John F. Kennedy University	Amon, Lee, MBA Santa Clara University	Applebe, Trent, MA University of British Columbia	Ayers, Brad C., MBA University of Denver
Alexander, Kerry D., JD Georgetown University	Amoroso, Donald L., DBA University of Georgia	Araki, Lynn A., JD University of Hawaii, Manoa	Azari, Cynthia E., EdD Seattle University
Alexander, Lloyd, MBA Harvard University	Andersen, Alfred F., MS Northeastern University	Arganbright, Robert E., MBA National University	Babb, Jerry C., MBA University of Tulsa
Alexander, Richard A., JD Mercer School of Law	Andersen, Darin G., MBA/MS University of Southern California	Armstrong, Jay J., MSE University of Pennsylvania	Babin, Matthew, MBA/MS Fairleigh Dickinson University/Rutgers University
Alexander, Scott R., MBA University of Redlands	Andersen, Roger W., MBA University of Redlands	Arnauld, Wanda L., EdD Nova Southeastern University	Baca-Storey, Theresa D., JD University of New Mexico
Alexander, Jr., William L., JD Santa Clara University	Anderson, A., Edwin, MBA University of Phoenix	Arnold, Alicia K., MBA Bentley College	Backstrom, Kristen, MAOM University of Phoenix
Alexiou, James G., MA Boston University	Anderson, Dean C., MIM American Graduate School of International Management	Arnold, Douglas G., PhD The Union Institute	Badri, Samir K., PhD University of Nebraska, Lincoln
Alfred-Ockiya, Constantine, PhD Colorado School of Mines	Anderson, Jerry, MBA/MA University of Denver / Kansas State University	Arnold, Robert M., MBA Alfred University	Baer, David S., MBA Stanford University
Al-Hashimi, Basil A., MA University of Wisconsin, Oshkosh	Anderson, John, MBA Santa Clara University	Arnwine, Patrick O., EdD University of North Florida	Bagnall, Victor H., MBA City University
Ali, Malik A., MBA Harvard University	Anderson, Lois D., PhD Indiana State University	Arrington, Pamela G., PhD George Mason University	Bagwell, Timothy C., PhD St. Louis University
Ali, Nancy B., PhD Kent State University	Anderson, Terrence D., MBA Baker University	Arthur, Chandra, MBA Eastern College	Bailey, Craig J., MBA College of St. Thomas
Alis, Rick, JD University of Texas	Andia, Carmen, MBA Rutgers University	Askari, Javad (Jay) A., MS Eastern Michigan University	Bailey, Eugene R., DBA United States International University
Allen, Mark S., PhD University of New Mexico	Andreu-Giblin, Maria, MBA City University	Astor, Lawrence I., MS Naval Postgraduate School	Bailey, Gregg (Skip) D., PhD New Mexico State University
Allen, Mitchell L., MBA Golden Gate University	Andrews, Gary J., MSA Central Michigan University	Atakpo, Andy A., MA University of Denver	Bailey, Leon R., MBA Regis University
Allen, Sharyl, MBA Northern Arizona University	Andrews, Mark W., MBA Bryant College	Atkins, Charles D., EMBA University of Houston	Bailey, Marshall H., PhD George Mason University
Allison, Crystal R., MBA University of Oklahoma	Andrews, Michael F., MBA Fairleigh Dickinson University	Atkinson, Diedra V., MA Webster University	Bailey, Michael E., MBA Wayne State University
Alpert, Ronald A., MIM American Graduate School of International Management	Andujar-Rojas, Carlos, MS University of Puerto Rico	Atkinson, Heather R., LLM The American University	Bailey, Robert R., MS Oklahoma State University
Al-Samarrai, Najib N., PhD University of Southern California	Anene, Edward O., MBA Eastern Michigan University	Augenstein, Steven, JD Western New England College	Bailey, Scott D., MS Portland State University
Altamura, Peggy A., MIM American Graduate School of International Management	Angino, Philip E., MS Lake Forest Graduate School of Management	Aversa, Donna M., JD University of Arizona	Bair, Deborah L., MPA Arizona State University
Alvarez-Rivera, Angel I., MBA Catholic University of Puerto Rico	Anise, Nader F., JD Nova Southeastern University	Avila-Sanchez, Moises, LLB Inter American University of Puerto Rico	Baker, Donald R., DBA Nova Southeastern University
Aman, Richard R., MBA Golden Gate University	Anthony, Thomas E., MBA University of Akron	Avitabile, James, MBA Western New England University	Baker, Robert D., MA University of Oklahoma
Amason, Robert F., MSIE Georgia Institute of Technology	Antonlioli, Valerie, MBA University of New Mexico	Axel, David J., JD Rutgers University	Baker, William P., MBA Drexel University
Ament, Allan, JD Northwestern University	Apakama, Don, MBA Golden Gate University	Axelrad, Steven H., MBA City University of New York	Balakrishnan, Sitaraman, MS/MSEE Louisiana State University

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- Balbis, Manuel G., MSA
Central Michigan University
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Baylor University
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University of Pittsburgh
- Ballard, Linda A., MBA/MS
Amberton University
- Ballaro, Julie M., DBA
Argosy University
- Bannon, Dennis F., MBA
Duquesne University
- Barbas, Rex M., JD
Loyola University
- Barbee, Rodney W., MBA
Southern Illinois University
- Barbosa, George H., PhD
University of Maryland
- Barcia, Mark J., MBA
University of New Orleans
- Bardhan, Soumendu, MS
University of North Carolina
- Barendregt, Arie T., MBA
University of Kingston Upon
the Thames
- Barger, Raymond W., MBA
Marist College
- Bargfrede, George B., MA
Central Michigan University
- Barnes, Richard B., MBA
University of Puget Sound
- Barnes, Robert L., MSA
Central Michigan University
- Barnes, Russell C., MBA
Embry-Riddle Aeronautical
University
- Barnes, S. Mark, JD
University of Utah
- Barnet, Robert E., MBA
Santa Clara University
- Barnett, Jacqueline E., MBA
University of New Mexico
- Barni, Michael J., MBA
Cleveland State University
- Barr, Edward J., JD
George Washington
University
- Barr, Loretta J., MBA
University of Dallas, Irving
- Bartel, Robert T., MS
Brigham Young University
- Barthel, Audri K., MBA
Oklahoma City University
- Bartlone, Bradley J., MBA/GM
University of Phoenix
- Barton, Brian F., MBA
University of Michigan
- Barton, Raymond J., JD
Thomas Cooley School of
Law
- Basham, Lloyd M., MBA
Texas A & M University,
Commerce
- Bates, Ralph D., MBA/GM
University of Phoenix
- Batiato, Delores A., DBA
University of Sarasota
- Batschelett, Marcie L., JD
University of Tulsa
- Battaglia-Filice, Gia M., MA
San Jose State University
- Baughman, Nancy A., MBA
Rivier College
- Bauzá-Escobales, Jorge, MPA
University of Puerto Rico
- Baverso, Peter W., MBA
Loyola University of Chicago
- Baxter, Cynthia G., MBA
Babson College
- Baysinger, Stephen M., MS
Troy State University
- Beach, Linda M., MBPA
Southeastern University
- Beaird, Jack Allen,
MBA/MSCIS
Chapman University/
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- Beals, Alica P., MBA
Golden Gate University
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Central Michigan University
- Beck, Byron, JD
Brigham Young University
- Becker, Tim, DBA
United States International
University
- Beckles, Lloyd, MA
University of Missouri
- Bedrick, David M., JD
Lewis & Clark College
- Beebe, Richard W., JD
University of Baltimore
- Beebe, Richard W., JD
University of Baltimore
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Central Michigan University
- Behnke, Phil H., MBA
University of Denver
- Beiermeister, Frederick J., MS
Stanford University
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University of Phoenix
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University of Central Florida
- Bellefeuille, Michael R., MBA
University of Notre Dame
- Bender, Larry, MPA
University of Dayton
- Bene, Patrick J., MBA
DePaul University
- Benedict, Christopher, MBA
Eastern Michigan University
- Beehadj, Raquf, MBA/MSCS
Webster University/
University of Central Florida
- Benito, Rick, MS
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California
- Benner, Paul N., MBA
University of Phoenix
- Bennett, Paul M., MBA
University of Missouri
- Bennett, Tishangi, MBA
Keller Graduate School of
Management
- Benson, Rebekah W., MBA
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- Bentall, Gregory R., MBA
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- Bentley, Linda U., MBA/TM
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- Benton, Brad, MBA
University of Nebraska
- Beretz, Paul B., MBA
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- Bergeon, Joseph S., MBA
Arizona State University
- Berger, Barry A., JD
Temple University
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Temple University
- Berger, Mary E., MBA
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- Bergstein, Robert A., MBA
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College
- Berman, Martin, EdD
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- Bernberg, Michael N., MBA
University of Illinois
- Berry, Glory J., MA/MBA
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- Berson, Charles W., MBA
Marymount University
- Berthelot, Michael J., MBA
Cleveland State University
- Bertsch, Lynn, MBA/MSN, RN
Xavier University/
University of Cincinnati
- Beukers, Robin A., MCS
University of British
Columbia
- Bevan, David, MBA
Dartmouth University
- Bevilaqua, John, MBA
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- Bharat, Vishal, MIM
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- Bibbie, Duane A., MBA
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- Bienkowski, Lisa (Lee), PhD
University of Kentucky
- Biersmith, Stephen M., MBA
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- Bigelow, Albert F., MS
Indiana University
- Billings, David S., MBA
Pepperdine University
- Billups, Paula L., MS
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Edwardsville
- Binczyk, Jeff L., MBA/GM
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- Binder, David A., MBA
University of Michigan
- Binsky, Daryl R., MBA
Ohio State University
- Birmingham, Fletcher, JD
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- Birzon, Michael R., JD
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Bise, Robert G., PhD Claremont Graduate University	Bollinger, Mary (Terry), MAOM/MBA University of Phoenix	Boyer, Alan G., MBA/MS Illinois Benedictine University/Illinois Institute of Technology	Brickman, Richard, PhD University of Nevada, Las Vegas
Bishop, Kenneth G., MBA Rutgers University	Bolton, Steven D., MS University of Denver	Boylan, Steven A., MAM Webster University	Brink, William M., MBA University of Portland
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Bitner, Gerald R., MBA Indiana University	Bonilla, David Q., MBA University of Phoenix	Bradford, Charles H., MBA Oklahoma City University	Brockdorf, Soren, MABA Florida State University
Bjork, William E., JD University of Wisconsin	Boobar, Daniel S., MBA Indiana University	Bradham, Susan, MBA University of Pennsylvania	Bronsard, Donald R., PhD University of Connecticut
Blackwell, Richard A., JD Texas Tech University	Bookter, Annette, PhD Louisiana State University	Bragg, Debra J., MS Benedictine University	Brooks, Brenda V., MS Johns Hopkins University
Blahetka, Russell E., MBA San Jose State University	Boomgaard, Adeline, MBA Babson College	Brainard, III, Norton H., JD Temple University	Brower, Michael R., MBA Marymount University
Blaikie, Mary M., MBA University of Florida	Borger, James P., MA Arizona State University	Brancale, Francis, J., MBA Pace University	Brown, Bruce A., PhD Walden University
Blair, Paul R., JD Western State University College of Law	Borgmann, Egon W., MBA University of Pennsylvania	Branch, Dan A., MBA/GM University of Phoenix	Brown, Gregory W., MBA Eastern Nedw Mexico University
Blake, Evan E., MBA University of Dallas	Borton, Scott W., MBA University of Dallas	Brandell, Howard L., MBA National University	Brown, Harriet S., MS/MS Syracuse University/ George Washington University
Bland, Galan L., JD Lewis & Clark College	Bose, Dipendu B., MBA Western Ontario University	Brandon, Harry M., MSCIS Naval Postgraduate School	Brown, Laurie L., MS University of LaVerne
Blayne, Gerald D., MBA Northeastern University	Boustani, Jean-Marie, MBA Boston College	Branman, Lance, PhD University of Wisconsin	Brown, Pattye L., MBA University of Phoenix
Bledsoe, Roberta, MS/MA Arizona State University/ Northern Arizona University	Boutin, George, MABA/MA George Washington University/University of California, Riverside	Bratcher, David S., DrMgmt Webster University	Brown, Warren L., MBA California State University, Long Beach
Bloss, Diana M., JD University of Nebraska	Boutin, Susan L., MBA George Washington University	Brault, Sharon K., MBA Florida Institute of Technology	Brown, Yvonne R., MA Golden Gate University
Blumberg, Alvin E., MBA University of Utah	Bowes, Arthur J., MBA Suffolk University	Braunstein, Janet F., PhD Claremont Graduate University	Brown-Cooper, Susan R., JD Western State University, College of Law
Bluth, Bryon E., MBA Texas Christian University	Bowland, Jack A., MBA University of Denver	Bravo-Vick, Hector A., MA University of Illinois, Urbana-Champaigne	Browning-Larsen, Eric C., MA University of Minnesota
Bocko, Jane M., MBA University of Denver	Bowles, Joey J., MS Oklahoma State University	Brawley, Richard D., JD Seattle University	Broyles, Eileen, MBA Nova Southeastern University
Boddie, Tonya D., MBA/MS Keller Graduate School of Management/Roosevelt University	Bowman, J. Carl E., MBA/MS University of Memphis	Bray III, James J., MS Lesley College	Brozas, Susan M., MBA Fairleigh Dickinson University
Bodenhamer, Judith M., MBA Cleveland State University	Bowman, Richard A., MBA University of Utah	Brehmer, Graciela M., MBA California State University	Brugman, Roy, MBA California State University, Dominguez Hills
Bodenhorn, Philip G., MA University of Chicago	Bowring, Bruce A., MSA Central Michigan University	Brennan, Patricia A., MAEd University of San Francisco	Bruketta, Melanie L., JD Gonzaga University
Bodinger, Deborah M., PsyD York University	Boyd, E. Forrest (Skip), EdD University of Southern California	Brescher, Diane M., MBA The American University	Bruna, Emilio, MA University of Texas, El Paso
Boedeker, Dennis R., MBA University of Iowa	Boyd, Harvey T., MBA California State University, Hayward	Breslin, Barbara, MBA Rotterdam School of Management	Brung, Mark T., MSA San Diego State University
Bogdanovich, Rich, MBA/MPA University of Denver	Boyd, Michael B., MBA University of North Florida	Brewer, Danny E., MS Ana Maria College	
Boggs, Bill L., MPH University of Tennessee		Brewington, Edward L., MBA Long Island University	

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- Brustin, Chad M., MS
Bandeis University
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Case Western Reserve
University
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University of Texas, Austin
- Buchanan, David M., MBA
DePaul University
- Buckner, Jansen W., MS
National Defense University
- Bucknor, David, MBA
Nova Southeastern
University
- Bucur, Alexander, PhD
University of Southern
California
- Buddenbohm, Hal, MBA/MS
Pepperdine University
- Bugarin, George J., MBA
Wayne State University
- Buelow, Christopher M., MBA
University of Wisconsin,
Madison
- Bugarin, George J., MBA
Wayne State University
- Bugay, David P., MBA
Oakland University
- Buren, Kenneth C., JD
University of Denver
- Burgess, Jay H., DM
University of Phoenix
- Burgess, Shawn M., MBA
City University
- Burkhard, John H., MBA
University of New Mexico
- Burns, Colleen, MSA
Central Michigan University
- Burns, Jessie, MCIS
Southeastern University
- Burrell, William S., MA
University of California,
Berkeley
- Burton, Donald N., DBA
Nova Southeastern
University
- Busekrus, Bonnie J., MA
Webster University
- Bush, Sharon L., MA/MA
Johns Hopkins University/
University of Michigan
- Bush, Stephani A., MS
Benedictine University
- Bushman, Daniel E., MA
University of Minnesota
- Bustos-Choy, Fatima, MAOM
University of Phoenix
- Butchin, Sheryl B., MS
Nova Southeastern
University
- Buttler, Alana R., JD
University of San Diego
- Butler, Clifford L., DBA
Nova Southeastern
University
- Butler, LaDonna L., MS
California State University,
Los Angeles
- Butler, Thomas H., MS/MS
Naval Postgraduate
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- Bycroft, Trist T., MBA
Oklahoma City University
- Byers, Thomas E., PhD
University of Illinois
- Byron, Amanda J., MA
School for International
Training
- Byron, Michael, MIM
American Graduate School of
International Management
- Cahill, Timothy P., MBA/MPM
Keller Graduate School of
Management
- Call, Deidre J., JD
Duke University
- Callahan, Caryl A., PhD
Harvard University
- Callahan, James M., MIA
University of Maryland
- Callewart, Albert H., MBA
University of Detroit,
Mercy
- Camacho-Alicea, Israel, JD
Inter American University of
Puerto Rico
- Camden, Patricia J., MBA
Wright State University
- Cameron, Susan F., JD
San Joaquin College of Law
- Camp, Catherine A., MSA
Central Michigan University
- Campbell, Alan D., PhD
University of North Texas
- Campbell, Earl A., MSA
Central Michigan University
- Campbell, John C., MA
Ottawa University
- Campbell, Lynn M., JD
Arizona State University
- Campbell, Thomas F., JD
Thomas M. Cooley Law
School
- Candido, Jacqueline P., MSE
St. Joseph's University
- Candray, Arnold, J., MBA
Eastern Washington
University
- Cantor, Eugene H., JD
Emory University
- Cantwell, Robert W., MBA
Brigham Young University
- Caparrós-Gonzalez, Victor, MA,
University of Puerto Rico
- Capella, Elena, MPA
University of San Francisco
- Cappels, Thomas M., MBA
San Jose State University
- Caquillo, Anthony T., JD
George Mason University
- Carbonaro, Cary, MBA
Long Island University
- Cardenas, Eduardo, MIA
University of Dallas
- Cardillo, Anthony T., JD
George Mason University
- Cardona-Muniz, Nelson, JD,
Inter American University of
Puerto Rico
- Carey, Alan L., MBA
University of Pennsylvania
- Carlson, Raymond H., JD
Indiana University
- Carmel, Avi, JD/PhD
University of Florida/
Nova Southeastern
University
- Carnahan, O. Darrell, MS
Arizona State University
- Carnes, Barbara G., MAOM
Fielding Graduate Institute
- Carpenter, Daniel L., MBA
National University
- Carpenter, Kenneth L., MBA
University of St. Thomas
- Carr, Cathleen A., PhD
University of Southern
California
- Carr, Eric, MBA
University of California,
Los Angeles
- Carrion-Ramos, Carlos E., MBA
University of Phoenix
- Carson, Donald P., MBA/MIM
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International Management
- Carstensen, Larry MS
University of Florida
- Cartagena, Oscar A., MBA
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Puerto Rico
- Carter, Michael A., MEd
Brigham Young University
- Carter, Rodney B., JD
University of Oregon
- Carusone, Joseph N., MBA
University of Phoenix
- Carver, Dennis I., MBA
University of Utah
- Casadonte, Anthony, MBA
San Jose State University
- Casella, Frank A., MBA
University of Phoenix
- Caserta, Michael J., MBA
Nova Southeastern University
- Casey, Russell A., MBA
Delaware State University
- Cassel, Elaine H., JD
George Washington
University
- Castiglioni, Steven L., DPA
Nova Southeastern
University
- Castro, Miguel A., PhD
Purdue University
- Caughey, Dan M., MBA
Western New England
College
- Cavese, Robert J., MBA
University of Georgia
- Cavin, Nelda, MBA
Our Lady of the Lake
University
- Cecchini, Dan, MBA/MS
Regis University/
University of Colorado
- Centeno, Ann M., MS
University of San Francisco
- Cerny, James D., DBA
Nova Southeastern
University
- Cerny, Jeffrey D., DBA
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University
- Chamberlain, F. Kelly,
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Chan, Linda Y., JD University of the Pacific	Chrisbaum, Dennis, MBA/MA University of Wisconsin/ Columbia University	Cole, Holly M., MS University of Southern California	Coronel, Edgar E., MBA Arizona State University
Chancellor, Wayne M., JD University of San Diego	Christensen, Allan, M Ced Brigham Young University	Cole, Kimberfly W., MBA Tennessee Technological University	Correll, Joleen, MAEd University of Nebraska
Chandrasekar, T. R., MSEE/MBA University of Oklahoma/ Oklahoma State University	Christensen, Scott, JD University of Idaho	Cole, Sue A., MBA Lewis University	Cortelyou, Valerie A., MA Rutgers University
Chapman, Bruce L., DBA University of Texas	Chronowski, Barbara, MA Monterey Institute of International Studies	Cole, Timothy P., MBA Pepperdine University	Cory, David C., JD University of Florida
Chapman, Kenneth, MABA University of New Mexico	Church, Matthew F., MBA University of Utah	Colegrove, Les H., MBA Pepperdine University	Coryell, Nancy E., MS Oklahoma State University
Chapman, William, MBA Miami University	Church, Robert H., MBA Harvard University	Coleman, Jr., Harold, JD Western State University College of Law	Costabel, Attilio A., JD University of Miami
Charnell, James V., JD University of the Pacific	Clark, Carrie J., MSA Central Michigan University	Coles, Pamela, MA National University	Costello, Steve W., MBA Arizona State University
Chaudhry, Farooq I., PhD Arizona State University	Clark, Michael F., MBA University of Miami	Collins, Robert L., MBA Arizona State University	Cotlar, Morton, DBA University of Georgia
Chavez, Frank, MBA/MS Pepperdine University	Clark, Richard, JD Golden Gate University	Collins, Timothy M., JD University of Detroit	Cotton, Kenneth E., MBA University of Denver
Chawla, Inderjit S., MBA/MS University of Houston/ Texas A & M University	Clark, Scott W., JD University of the Pacific McGeorge School of Law	Collis, Ronald, MBA Wayne State University	Coughlan, Tom, MS University of Bridgeport
Cheek, Charles J., JD Willamette University	Clark, Todd D., MBA Northwestern University	Conn, John, MBA Roosevelt University	Coulson, James S., MBA University of Southern California
Chen, Archie S., EdD University of San Francisco	Clarke, Laura L., MBA/MS Cornell University/ University of Michigan	Connal, Jan S., PhD University of California, Los Angeles	Coulter, Robert P., MSEE Columbia University
Chen, Destiny W., JD Southwestern University, School of Law	Clarke, Vigla A., MBA Columbia University	Conner, Dana, MS Wayne State University	Covner, Jesse, MBA American Graduate School of International Management
Cheng, Francis T., PhD Indiana University	Cleary, James P., MBA Central Michigan University	Connolly, Patrick L., JD University of Maryland	Cox, Elisabeth S., MBA University of Tennessee
Cherry, James, G., MS Central Michigan University	Cline, Lorri C., MBA San Diego State University	Conroy, Patrick F., MSCS Univeristy of Toronto	Cox, Terry F., MBA California State University, Long Beach
Cherry, Michael A., JD Washington University	Clinton, Victoria L., MS University of San Freancisco	Constance, Michele, MBA St. John's University	Coyle, Michael C., MBA LaSalle University
Chesser-Rinker, Karen, MBA University of North Florida	Close, Arthur C., MBA Xavier University	Conter, Robert V., PhD University of Arizona	Cozzoni, Phillip J., JD University of Tulsa
Chester, Linnes L, MS/MS U. S. Air Force Institute of Technology/University of Southern California	Clymer, Nina L., MBA Santa Clara University	Cook, Nicole, MPA New York University	Craddock, John L., MBA Pepperdine University
Chiasson, Peter A., MBA Clark University	Coe, Mary A., MBA Arizona State University	Cook, Redge L., MBA University of Colorado	Craig, Gary W., MAOM University of Phoenix
Chien-Hale, Elizabeth, JD University of Hawaii	Coffer, James H. JD University of San Francisco	Cooke, William S., MBA University of Missouri	Cram, Phillip L., MBA Texas A & M University
Chin, Kelvin H., JD Boston College	Coffey, Richard W., PhD Nova Southeastern University	Cookson, Jr., Bernard F., JD Suffolk University	Cramer, David W., MIM American Graduate School of International Management
Chiodo, Robert L., PhD Nova Southeastern University	Cohen, Warren E., MS Purdue University	Cope, Patricia, MBA Columbia University	Craver, Susan S., MBA University of Wisconsin
Chiu, James M., M ARCH/MBA Princeton University/ Harvard University	Colburn, Mark, MS University of Wyoming	Copeland, John William, MS, San Jose State University	Creamer, William P., MBA Widener University
	Cole, Douglas W., MIM American Graduate School of International Management	Cordes, Keith D., MBA Xavier University	Crossen, James, JD University of Santa Clara
		Corona, Gary M., MBA Ohio State University	Croushore, Paul G., JD Capital University

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- Cuartas, Sergio L., MBA
University of New Haven
- Cucinella, Catherine A., PhD
University of California,
Riverside
- Culler, Ronald D., MBA
University of Bridgeport
- Culpepper, Peter R., MBA
University of Maryland
- Cummings Steven, MBA
Ohio University
- Cunitz, Ronald R., MBA
University of New Orleans
- Curlee, Wanda L., MA/MBA
University of Kentucky/
University of Phoenix
- Curti, Anthony A., MS
Walsh College
- Dabek, Joseph J., MBA
New York University
- Dahne, Scott E., MBA/MS
University of Phoenix/
Johns Hopkins University
- Dahnke, Aaron C., MBA
University of Dayton
- Dailey, John P., MAOM
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- Daily, Louis G., PhD
Bryn Mawr College
- Dakin, Karl J., PhD
Washburn University
- Daley, Donald P., JD
Duquesne University
- Daley, Michael D., MBA
Temple University
- Dalton, Dennis R., DPA
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Sharghi, George K., DBA United States International University	Shipe, Cathy L., JD California Western School of Law	Singhal, Vivek K., MBA/MSE University of Michigan	Smith, Morris A., MBA University of Pittsburgh
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Shaw, Brian F., MBA Western International University	Shockley, Sarah A., MA Monterey Institute of International Management	Sitaraman, Kumar H., PhD University of Arizona	Smith, Paul N., PhD University of New Orleans
Shaw, Lance D., MBA Arizona State University	Shomin, Kevin, R., JD DePaul University	Sitkewich, Jorge, MS Carnegie Mellon University	Smith, Quinn S., MBA Oklahoma City University
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Shearer, William C., PhD University of Tennessee	Shrater, Joel S., MSEE Newark College of Engineering	Skertich, James G., DBA United States International University	Smith, Timothy W., MS St. Mary's College
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Columbia University
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University of Florida
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Los Angeles
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Research/New York
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University of San Francisco
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Ohio State University
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Dowling College
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State University
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Erasmus University
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Fielding Graduate Institute
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Eramus University
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- VanRekom, Petti, EdD
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- Vanta, Reynaldo S., MBA
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- Vartabedian, Richard, MBA
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- Vasquez, Carlos, MBA
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Brenau University
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- Walthall, Harold (Mickey), JD
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Florida State University
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Stanford University
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Pepperdine University
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University of Florida
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University of Phoenix
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College of St. Thomas
- Watson, Christine L., MA
University of Denver
- Watts, Merrill M., MBA
Harwood University
- Weaver, Terry L., MPS
Lynn University
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- Weinstein, Gloria F., PhD
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- Weiss, Daniel S., MS
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- Weiss, Stuart, ME
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- Wells, Michael E., MBA
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- Welty, Jeff, MS
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- West, Timothy H., JD
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- Westfall, David E., MBA
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- White, Larry I., JD
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- Whiteley, James M., MBA
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- Wiemeyer, Howard J., MBA
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- Wiese, Frederick W., MS
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- Wijnen, Alex G., MBA
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- Wilbanks-Free, Bonnie F., MCS
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- Wilder, Lawrence R., EdD
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- Wilen, Tracey, DBA
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- Wilhelm, Mark R., MA
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- Wilkerson, James F., PhD
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- Willems, Willem M., MCS
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- Williams, Albert A., PhD
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- Williams, George A., JD
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- Williams, Michael, MBA
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- Williams, Stephen L., DBA
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- Williams, Thomas M., MA
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<i>Ft. Lauderdale Campus</i>	Shepard-Tew, Diane, PhD University of Florida	Richert, Linda S., PhD (Acting) University of Pittsburgh	Agarwal, Rajesh, MBA/MS Carnegie Mellon University/ Louisiana State University
Weiss-Hancock, Wendy R., MS St. Thomas University	<i>Philadelphia Campus</i>	<i>Washington Campus</i>	Agnew, Marion, MA University of Arkansas
<i>Hawaii Campus</i>	Shatzman, Aaron M., PhD Stanford University	MacAndrea, Lannie, MA Eastern Washington University	Agnew, Robert F., MS Arizona State University
Messinger, Thane, JD (Acting) University of Texas	<i>Phoenix Campus</i>	<i>West Michigan Campus</i>	Ahearn, Jonathan C., MFA Claremont Graduate University
<i>Houston Campus</i>	Kirchmer, Martha D., MA University of New Mexico	Hauck, Gary L., PhD Michigan State University	Ainsworth, Charles H., PhD Washington State University
Sefcik, Glen A., MA Angelo State University	<i>Pittsburgh Campus</i>	<i>Wisconsin Campus</i>	
<i>Idaho Campus</i>	Muench, Sharon J., MAOM University of Phoenix	Stuever, Nancy L., MNEd, RN University of Pittsburgh	
Kirk, Kevin L., EdD (Acting) Brigham Young University	<i>Puerto Rico Campus</i>	Campus Area Chairs	
<i>Illinois Campus</i>	Hernandez-Lopez, Ana R., MBA/MHRM Inter American University of Puerto Rico	<i>Area Chairs are appointed at each campus in the following areas:</i>	
Muhammad, Dawn T., MA Michigan State University	<i>Sacramento Campus</i>	<ul style="list-style-type: none"> • Communications • Humanities • General Studies • Science • Social Science • Math • BSM (discretion of campus) 	
<i>Jacksonville Campus</i>	Sommer, Stephen M., MA University of Nevada, Reno		
Lowell, James, EdD New York University	<i>San Diego Campus</i>		
<i>Kansas City Campus</i>	Jeremiah, James D., MA Dallas Theological Seminary		
Starr, Otha (Merlyne), PhD (Acting) Iowa State University			
<i>Louisiana Campus</i>			
Ryerson, Sunny A., MS University of Arizona			

- Ajmani, Vivek B., PhD
University of Florida
- Akinlua, Clement A., MS
University of Ibadan
- Alan, Theresa, MA
University of Colorado,
Boulder
- Albert, Stephen L., MA
University of Colorado
- Albonetti, Michael J., MA
California State University,
Haywood
- Alcantra, Paul A., MBA
University of Phoenix
- Anderson, Sue R., MS
San Diego State University
- Aldouri, Raed, PhD
University of Texas,
El Paso
- Alexander, Jane M., MS
Boston University
- Alexander, John A., MA
University of Tennessee
- Alexander, Sharon L., MS
University of Wisconsin
- Alfero, Socorro, MA/MBA
Western New Mexico
University/New Mexico
State University
- Ali, Ali S., PhD
University of Michigan
- Aliberti, Louis S., JD
Cleveland State University
- Alim, Francis T., MS
Tuskegee University
- Allen, Marcia M., MA
Colorado State University
- Allen, Rochelle L., MPA
Wayne State University
- Allen, Scott B., MS/MS
Georgia Institute of
Technology
- Allison, Bob L., MS
Oklahoma State University
- Allouche-Boussetta Hassan, PhD
University of Maryland
- Almond, Brian J., MA
Claremont Graduate
University
- Amato, Carol J., MA
California State University,
Sacramento
- Amer, Amer A., PhD
Wayne State University
- Ameri, Ali A., DEng
Cleveland State University
- Amezaga-Rivera, Lesbia, MA
New York University
- Amin, Karima S., MA
California State University,
Bakersfield
- Amos, Charles D., EdD
University of Northern
Colorado
- Amos, Janice L., MA
Northeastern Illinois
University
- Amos, Maureen M., MA
Andrews University
- Anayah, Bernadette M., MA
San Francisco State
University
- Anderson, Beverly S., MS
University of Tulsa
- Anderson, Carol M., PhD
Florida State University
- Anderson, Hal, MS
Brigham Young University
- Anderson, Harry J., MS
Seton Hall University
- Anderson, Kim R., MA/MS
Brooklyn College/
Iona University
- Anderson, Maren B., MA
Humboldt State University
- Anderson, Marilyn K., MA
California State University,
Fullerton
- Anderson, Mary Lou, MS
Central Washington
University
- Anderson, Mary M., MA
Regis University
- Anderson, Rose P., MS
Marshall University
- Anderson, William R., PhD
Walden University
- Anderson, Jr., William W., MBA/
MS
Clairmont Graduate
University/University of
California, Berkeley
- Andrade, III, Joseph J., MS
California State University
- Andrews, Ceretha, MS
Southern Polytechnic State
University
- Andrews, R. Bradley, MS
University of Illinois
- Angell, Valentine C., MFA
Western Michigan University
- Angelo, Michael A., MS
Northwestern University
- Anisef, Aubie, MS
University of British
Columbia
- Ankersen, Kristen A., MS
Amber University
- Anselmo, Salvatore, MAEd
Tulane University
- Anthony, Joseph B., MS
Lehigh University
- Anthony, Peter, MS
Chapman University
- Anthony, Wilhelmina, PhD
Claremont Graduate
University
- Apegian, Diane H., MA
Pepperdine University
- Aragoni, Linda G., MS/MA
Syracuse University/Western
Kentucky University
- Arasteh, Alireza, PhD
New Mexico State University
- Archer, Stacey H., MEd
Georgia State University
- Arden, Michael A., MA
The American University
- Arefeen, Mohammed S., PhD
Texas Tech University
- Arefeen, Quamrul, PhD
Texas A & M University
- Arguello, Carlos G., MS
National University
- Arin, MA/MA/MFA
John F. Kennedy University/
San Francisco State
University/Mills College
- Arjmand, Shahriar (Sean), MS
University of Illinois
- Arkeketa, Susan M., MA
University of Oklahoma
- Armentrout, Michele L., EdD
University of Arizona
- Armitage, Jacquelyn D., EdD
University of Massachusetts,
Amherst
- Arnold, Joan, MBA/MA/MA
University of Notre Dame/
Harvard University/
Catholic University of
America
- Arora, Rakesh, MBA
The American University
- Arreguin, Esteban (Steve) MPA/
MS, University of Southern
California
- Arrowsmith, Lurette R., MA
Ball State University
- Artis, Belinda J., MA
University of Missouri
- Asburn, John E., MA
Michigan University
- Ash, Cathleen E., MA
University of New
Hampshire
- Ashley, Juliet, MA
California State University,
Northridge
- Askren, David E., MS
University of California,
Los Angeles
- Asmar, Christina T., MA
San Diego State University
- Atwal, Rajinder S., MS
California State University,
Fresno
- Aurand, Eric W., PhD
University of North Texas
- Augsdorfer, Michael, MA
Seton Hall University
- Aurand, Eric W., PhD
University of North Texas
- Austin, Linda A., MA
Southern Illinois University
- Austin, Michelle, MA
Henderson State University
- Avery, Lynn F., MA
Sonoma State University
- Aytch, Dyan, PhD
Wayne State University
- Baab, Kirt J., MA/MA/MA
Sonoma State University/
Alliant International
University/Sonoma State
University
- Babb, Charlotte H., MEd
Winthrop University
- Bach, Peter J., PhD/EdD
University of Southern
California/University of
Southern California
- Backer, Hans A., DPM
California College of
Podiatric Medicine
- Bacon, Mark S., MA
University of Nevada,
Las Vegas

COLLEGE OF GENERAL STUDIES AND PROFESSIONAL STUDIES

- Badami, Ajit J., MS/MS
Carnegie Institute of
Technology/University of
Delaware
- Baddour, Bandaly N., MS
Middle Tennessee State
University
- Baden, Robert B., MS
New York University
- Badger, Alfred J., MA
Ohio State University
- Badrena, Josef A., MA
University of California,
Irvine
- Baer, Ann E., MA
Kent State University
- Bagley, Mary, PhD
St. Louis University
- Bailes, Dale A., MA/MFA
University of South
Carolina/University of
Southern California
- Bailey, Gary E., MA
Elmira College
- Baiyasi, M. Imad., PhD
Michigan State University
- Baker, Ronald W., MA
Webster University
- Baker, Sunny Jo, DrMgmt
Arizona State University
- Baki, Ayman, MS
Columbia University
- Balas, Yossef, MA/MS
University of Northern Iowa/
State University of New York,
Buffalo
- Baldwin, Patricia A., MA
East Carolina University
- Balistrocky, Joseph M., JD
Temple University
- Ball, David C., MA
Webster University
- Balogh, Nicholas, MBA/ME
University of Cincinnati/
Cornell University
- Bandow, Diane F., PhD
Fielding Graduate Institute
- Banks, Larry V., MBA
University of Phoenix
- Banks, Shermann M., MS/MSEE
University of Alabama,
Huntsville/Johns Hopkins
University
- Barakaat, James C., MS
Miami University
- Barker, Brad C., MPA
Brigham Young University
- Barker, Patrick M., PhD
Claremont Graduate
University
- Barnes, Leshawn R., MS
North Carolina Agricultural
and Technical State
University
- Barnes, Lorraine L., MA
Dominican College of San
Rafael
- Barnes, Richard L., MS
Boston University
- Barnett, Angela L., MA
University of California,
Chico
- Barnett, Carolyn R., MAEd
University of Phoenix
- Barnett, Delia M., MA
University of Denver
- Barnett, Joseph T., MAS
California State University,
Chico
- Barnett, Katherine H., MEd,
Arizona State University
- Barney, Joseph P., MA
Michigan State University
- Barnickel, Amy J., MA
University of Central Florida
- Barrett, Francis L., MSAE
Purdue University
- Barrette, Greg A., MS
University of Wisconsin,
Milwaukee
- Barrett, Frances L., MSAE
Purdue University
- Barrientos, Antionette J., MC
Lewis & Clark College
- Barrie, Theresa A., MED
Texas State University
- Barron, Bryce, MPS
Brigham Young University
- Basu, Dipanker, MBA/MS
University of Detroit
- Bates, Rochelle R., M SW
St. Louis University
- Bathina, Jyothi, PhD
University of Nevada
- Batistick, Jill E., MIM
American Graduate School of
International Management
- Batson, Susan B., MEd
William Carey College
- Battaglia, Rosemarie PhD
State University of New York
- Battaglia, William A., MA
San Jose State University
- Baumann, Diane F., MA
Cornell University
- Baumgartner, Peter, MSIE
Polytechnic Institute of
Brooklyn
- Baver, Bernice B., MEd
University of Missouri
- Bazarian, Joanne L., MA
City University
- Bean, David M., MBA
Aibilene Christian University
- Bean, Erik P., MA
Michigan State University
- Beatty, Gregory T., MA
University of Iowa
- Beaver, Bridget S., MA
University of Tulsa
- Beck, Allen R., PhD
Sam Houston State
University
- Beck, Evelyn R., MA
Florida State University
- Becker, John D., MA
Emory University
- Becker, Paula L., MBA
Southern Methodist
University
- Becker, Robert A., MA
Webster University
- Becker, Sally J., MA
Iowa State University
- Becknell, Charles E., PhD
University of New Mexico
- Beckwith, Bradford E., EdD
University of Northern
Colorado
- Bednarczyk, Adalbert, MS
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Technology
- Bednar, Lisa, DA
University of Southern
California
- Bedoian, William H., DAA
Pennsylvania State
University
- Bedrosian, Tod, MA
University of Denver
- Beech, Steven W., MA
Western Washington
University
- Beekman, Carl E., PhD
The Union Institute
- Beene, Flora B., MA
Regents University
- Behman, Magdy B., MA
Fuller Theological Seminary
- Beier, Susanne, MEd
Rutgers University
- Bietel, George A., PhD
University of Wisconsin
- Beitsayadeh, Carl MS
San Jose State University
- Beizer, Nanci B., MS
Emerson College
- Belcastro, Celeste M, PhD
Drexel University
- Belcastro, Christine M., PhD
Drexel University
- Bell, Coleman B., MEd
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- Bell, Corlette L., MA
Howard University
- Bell, Michael J., MDiv
Trinity Lutheran University
- Bell, Whitney A., JD
Wayne State University
- Benecke, Robert C., MBA
University of Maryland
- Benjamin, Marguerite, MA
East Carolina University
- Benjamin, Kimberly N., MA
University of South Florida
- Bennett, Cory R., MS
Oregon State University
- Bennett, III, Lester L., PhD
The Union Institute
- Bennett, Max L., MS
George Peabody College
- Bennett-Johnson, Ernestine, EdD
Grambling State University
- Benson, Chester G., MA
University of Oregon
- Bent, Pauline MA/MPA
Columbia University/City
University of New ork
- Bentham, Aubrey F., EdD
Morgan State University
- Bentley, Robert H., MA
Pacific University
- Benton, George O., JD
University of California,
Berkeley
- Benton, Lani L., MFA
Utah State University

- Bereaud, Francois A., MSE
State University of New York
- Berends, Billie Sue, MA
Central Michigan University
- Bereson, Arnold L., MS
Rutgers University
- Berg, Aegina, MA
Temple University
- Berg, Jeannine C., MA
University of Tulsa
- Berg, Nancy A., MA
Stanford University
- Berger, Sheldon N., PhD
University of Illinois
- Beris, Louis A., MS
Northeastern Illinois
University
- Berlin, Louis A., MS
Northeastern Illinois
University
- Bernitt, Thomas,
MA/MBA/MS/MS
Naval Postgraduate School/
Hawaii Pacific University/
Central Michigan University
- Bernstein, Edward L., PhD
University of Florida
- Bernstein, Richard A., PhD
University of South Florida
- Bernstein, Steven, MA
City University of New York
- Berschauer, Andrew, MS
University of Washington
- Bessel, Jennifer L., PhD
California School of
Professional Psychology
- Best, Heather M., MA
University of British
Columbia
- Betteridge, Carol C., MA
University of Northern
Colorado
- Bevans, Scott R., MBA/MS
Pepperdine University/
Columbia University
- Bhargavan, Jayaseetha, PhD
Bangalore University
- Bhatt, Kailash, MS
Iowa State University
- Bhetanabhotla, Murthy N,
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University of California,
Davis/University of
California, Santa Barbara
- Bhuta, Niranjana, MS
Technical Higher Education
Institute, Munich
- Bickford, David L., MS
University of North Carolina,
Chapel Hill
- Bierly, Jr., Hal B., MAEd
University of Phoenix
- Biggs, Charles R., MFA
Western Michigan University
- Bila, Billingsley, Gayle, PhD
Walden University
- Bingley, Craig G., MA
University of San Diego
- Binkley-Webb, Ophelia A.,
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Texas Southern University/
Houston Baptist University
- Birnbaum, Aaron, S., MBA
University of Denver
- Bishop, David R., MAT/MDiv
St. Louis University/
Loyola University
- Bishop, Paul W., MA
National University
- Bissell, Byron L., PhD
University of Arizona
- Bissell, Cara A., MS
State University of New York,
Stony Brook
- Bjalobok, Faith, MPHil
Duquesne University
- Blaaus Hara, Jami M., MA
Michigan State University
- Black, Kenneth B., MAEd
University of North Carolina,
Pembroke
- Black, Tia, PhD
The Union Institute
- Blackburn, Jean T., MA
St. Louis University
- Blackford, Mary E., MA
California State University,
Sacramento
- Blackman, Bernard, PhD
Florida State University
- Blashak, Ted C., MA
University of New Mexico
- Blevins, Vivian B., PhD
Ohio State University
- Bloyd, Rebekah A., PhD
University of Cincinnati
- Blue, Nancy J., MSSW
University of Texas, Austin
- Blue, Reginald C., PhD
Ohio State University
- Blum, Todd A., MEPM
Duke University
- Blundell, Irene, MAM/HRob
University of Phoenix
- Bogan, Margaret, PhD
Arizona State University
- Boghossian, Peter G., MA
Fordham University
- Bois, John W., MA
University of Washington
- Bolton, David H., MDiv
Talbot Theological Seminary
- Bolzack, Jerry R., MA
School of Advanced Military
Sciences
- Bonaker, Steven W., MS
San Jose State University
- Bond, Mitzi D., EdD
University of North Carolina,
Greensboro
- Booker, Janet M., MAOM
University of Phoenix
- Booth, Robin G., MS
University of British
Columbia
- Borg, Sonia L., MA
San Francisco State
University
- Bouley, Patrick J., MS
Chapman University
- Bowen, Danika E., MA
California State Polytechnic
University
- Bowen, Patricia K., MAEd
Auburn University
- Bowen, Richard P., MS
McGill University
- Bowers, Jr., Anne, PhD
University of Toledo
- Bowie, Sharon D., MS
University of Louisiana,
Monroe
- Bowley, Gina L., MA
California State University,
Long Beach
- Bowman, Deanna, EdD
Auburn University
- Bowman, William H., MA
Central Connecticut State
University
- Bowser-Anderson, Darin, MA/
MS, Fuller Theological
Seminary
- Bowsher, Holly L. MEd
University of Texas,
El Paso
- Boxell, Tip, MA
Brigham Young University
- Boyajian, Timothy, MPH
University of California,
Los Angeles
- Boyce, Troy L., MA/MBA
Webster University
- Boyd, Algernon O., MAEd
Fresno Pacific University
- Boyd, Carol H., MS
Central Michigan University
- Boyd-Burton Bettye R., MEd
University of Houston
- Boyer, Linda A., PhD
Pennsylvania State
University
- Boyett, Pennie F., MA
University of Texas,
Arlington
- Brackett, Lyza M., MS
Eastern Illinois University
- Bradburn, Robert E., MDiv
Biola University
- Bradford, Elizabeth V., MA
Virginia Commonwealth
University
- Branstetter, Linda, MA
Truman State University
- Brashen, Henry M., PhD
University of Washington
- Bray, Michael A., MA/MS
University of California,
Berkeley/University of Idaho
- Brazanskas, Christine A., MA
Fairleigh Dickinson
University
- Brenden, Jane C., PhD
University of Southern
Mississippi
- Brendza, Daniel A., MA
California State University
- Brennan, Diana, MEd/MS
Boston College/California
State University, Dominguez
Hills
- Brenner, Nurete L., MA/MBA
Hebrew University/
University of Derby
- Brewer, Kathleen C., MS
Georgia Institute of
Technology

COLLEGE OF GENERAL STUDIES AND PROFESSIONAL STUDIES

Brewer, Susan A., MEd Arizona State University	Brown, Linda (Lynn), MA University of Denver	Buresh, Donald L., MA/MBA Boston College/University of Massachusetts, Lowell	Calkins, Gabrielle D., MEd Aquinas College
Brickey, Carolyn W., JD Georgetown University	Brown, Patria A., MA New York University	Burkett, Lyle L., MAM National University	Call, Jolayne, MA Brigham Young University
Bridges, Elizabeth, MBA/MS, Atlanta University /Southern University	Brown, Queen E., MS North Carolina A & T University	Burley, Olive A., PhD University of Maryland	Callihan, Lisa B., MA Marshall University
Bright, Charles E., MBA University of Central Florida	Brown, Stephen M., MA George Fox University	Burnett, Jamey L., MA University of Arizona	Comancho, Jose, MDiv Church of God Theological Seminary
Brimhall, Jennifer J., MPT University of Utah	Brown, Vickie M., MA Southern A & M College	Burney, Raana, MBA St. John's University	Camara, Vincent A., PhD University of South Florida
Brink, Rachel L., MSW University of South Florida	Browne, Carter, ME/MS Harvard University	Burough, Leallan L., MS University of Wyoming	Cameron, Margaret., MAEd Northern Arizona University
Brister, Winifred C., MA Florida Atlantic University	Brozovsky, Elben R., MSEE University of Washington	Burpeau-Di Gregorio, Michele, PhD, University of Arizona	Cammarata, Carol A., MBA University of Phoenix
Brobst, Paula K., MA Eastern Michigan University	Bruce, Mary H., MAT Georgia State University	Burrell, Jason L., MBA University of Phoenix	Campbell, Gaile E., MA Texas Woman's University
Brodie, Donald Q., PhD University of Pittsburgh	Brum, Aiko M., MS/MSE Troy State University	Bush, Michele M., MA Arizona State University	Campbell, Harold W., DA Johns Hopkins University
Brodnick, Robert, PhD Temple University	Brung, Irene E., MEd Pennsylvania State University	Bushen, Roanne M., MA Western Michigan University	Campbell, Melinda L., PhD University of California, Davis
Brokopp, Charles D., DrPh University of North Carolina	Brunton, Gussie A., MA University of Northern Colorado	Butchart, Robert B., MCEd Boston University	Campbell, Robert M., PhD Stanford University
Bronsnard, Patricia, MAT/MS, Jacksonville University / Southern Connecticut State University	Bryan, Joe S., MPA/MS Golden Gate University West Coast University	Butler, James P., MS University of Denver	Camp, Linda J., MS Cornell University
Brooke, Stephanie L., MS North Carolina State University	Bryan, Robert T., MA Syracuse University	Butler, Rufina E., MLA Regis University	Candelario-Rosa, Ada, MBA University of Puerto Rico
Brooks, Frederick D., PsyD Kent State University	Bryan, Sonia V., MA University of California, Davis	Butler, Tiffani N., MA DePaul University	Cannon, Robert E., PhD Georgia State University
Brooks, Robert T., MA San Jose State University	Bryan, Timothy L., DA Iliff School of Theology	Byford-Brown, William S., MS California State University, Sacramento	Cantrell, Cheryl D., MAM Webster University
Brooks, Rodney S., DM California Graduate School of Theology	Bryant, Gerald L., MBA National University	Byrd, Larry L., MS New Mexico State University	Cantrell, Pamela, PhD University of Nevada
Brophy, Mary-Beth, MPW University of Southern California	Buck, Kevin P., MS George Washington University	Cagney, Mary M., MA/MS Wheaton College/Northern Illinois University	Capalla, Michele M., MT Harvard Divinity School
Brotherson, Jr, Festus L., DPS University of California, Los Angeles	Buerosse, Alfred D., MSED University of Wisconsin, Stout	Calabrese, Marilyn, EdD University of Pennsylvania	Capps, Larry W., MS University of Washington
Brown, Bennie J., MA Stephen F. Austin State University	Buican, Ileana G., MA University of British Columbia	Caldecott, Thomas P., MA University of Nevada	Capriccioso, Richard, MD University of Michigan
Brown, Christopher, MSEE Drexel University	Buickians, Zaven, MS West Coast University	Calder, Margi, MS University of California, Los Angeles	Captain, Adrienne M., MA Louisiana Tech University
Brown, Daniel P., MA Colorado State University	Bukowski, James, PhD Indiana University	Calder, Sean M., MS California State Polytechnic University	Caputo, Jim F., MA Adams State College
Brown, Ellen W., MS Grand Valley State University	Bunker, John K., MBA San Francisco State University	Caldwell, Cassandra D., MPA North Carolina Central University	Caraballo-Caraballo, Rosa, MS University of Puerto Rico
Brown Kenneth, MDiv New Orleans Baptist Theological Seminary	Burdick, Jake, MA Northern Arizona University	Caldwell, Harry B., PhD Vanderbilt University	Cardona, Antonio, MA/MPA College of New Jersey/ Rutgers University
		Calhoun, Matthew, MS University of Mississippi	Carey, Maura C., MA Florida State University
			Carey, Rita M., PhD University of Maryland

- Carmack, Matthew E., MA
Brigham Young University
- Carmel, Michelle PhD
University of Miami
- Carnabuci, Patricia M., MA
Syracuse University
- Carney, Bonny R., MBA
Rivier College
- Carolan, Trevor J., MA
California State University
- Carr, Firpo W., MA
University of Redlands
- Carr, Melissa S., MA
Murray State University
- Carr, Jr., Robert F., MS
Clarkston, University
- Carras, Thomas P., MS
Niagara University
- Carroll, Jacqueline, MA
Goddard College
- Carroll, Michael F., MA
University of Notre Dame
- Carruth, John C., MS
University of Utah
- Carter, Janice C., MAT
Tulane University
- Carter, Julette B., MA
Georgia State University
- Carter, King E., EdD
University of California,
Los Angeles
- Case, Joanna B., MAEd
College of Santa Fe
- Casey, Susan L., MAEd
James Madison University
- Cashell, Christine M., MA
Antioch University
- Castagna, Philip R., MA
Villanova University
- Castillo, Ermocrates E., MSEE
University of Central Florida
- Castle, Ryan M., MS
Oregon State University
- Catadi, Jeannine M., MA
State University of New York,
Binghamton
- Cathcart, J. Michael, PhD
Georgia Technical University
- Cejka, Joseph, MDiv
Princeton Theological
Seminary
- Center, Donald B., MA
University of Houston
- Chakhovskoi, Andrei, MS
Moscow Institute of Physics
& Technology
- Chamberlain, Robert B., PhD
The Union Institute
- Chambers, Ronald J., MIM
American Graduate School of
International Management
- Chan, Linda M., MSEE
University of California,
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- Chan, Peter S., MS
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Long Beach
- Chang, Edward C., PhD
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Stony Brook
- Chao, Samuel H., PhD
Fuller Theological Seminary
- Chaplin, Jeanette F., EdD
Texas A & M University,
Commerce
- Chapman, Edward (Ted), MS
University of Tulsa
- Chappell, Stephen, F. MEd
Mississippi State University
- Charmandaris, Vassilis, PhD
Iowa State University
- Charney, John B., JD
Southwestern University
- Chau, James C., MABA
California State University,
Hayward
- Chen, Jie, PhD
University of Iowa
- Chen, Zhixiong, PhD
University of Pittsburgh
- Cheng, Chosen T., MSIE
Carnegie Mellon University
- Chengalath, Gopal, PhD
University of Manitoba
- Cherry, Paul L., MPA
University of Delaware
- Cherwin, Mark G., DA
University of Nebraska
- Chidester, Lawrence, MPW
University of Oregon
- Childress, Susan L., MA
California State University,
Stanislaus
- Chilka, Rashmi, PhD
University of Washington
- Chillis, Rosa M., MEd
Wayne State University
- Ching, Stephanie, MA
University of Hawaii
- Chinn, Earl, MS
United States International
University
- Chisholm, Maureen, MM
Lesley University
- Chitwood, Kathleen B., MAOM
University of Phoenix
- Christensen, Alan Perry, MPA
Brigham Young University
- Christensen, Cara, MAEd
University of North Florida
- Christensen, James C., MS
Utah State University
- Cirrone, Steven F., PhD
Claremont Graduate
University
- Clairborne, Gay D., PhD
University of South Florida
- Clancy, Thomas M., PhD
Oklahoma State University
- Clark, Angela, EdD
Pepperdine University
- Clark, Carol L., PhD
University of Utah
- Clark, Jr., Frederick,
MBA/MEPM
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University of Denver
- Clark, Katherine, MA
Case Western Reserve
University
- Clark, Nathaniel, PhD
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Milwaukee
- Clark, Randolph, MA
Oklahoma State University
- Clark, William S., EdD
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- Clarke, JoLynn J., MAOM
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- Claypoole, Antoinette N., MFA
Antioch University
- Cleague, Janna S., MS
State University College,
Buffalo
- Clemens, Richard A., MA
Washington University
- Clemons Hoffman, Christi, MA
University of Missouri
- Clemons, Leigh A., MA
Kent State University
- Cline, Donald L., MA
Arizona State University
- Cline, Larry, EdD
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Belorussian University
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Romine, Patrick B., PhD	Herrington, Stephen, MA/MIM	<i>Area Chairs are appointed at each campus in the following areas:</i>	University of New Hampshire
University of Wyoming	Webster College/American Graduate School of International Management	<ul style="list-style-type: none"> • Clinical • Community • Criminal Justice • Human Services • Marriage & Family • Mental Health 	Bowden, Sharon Toddy, PhD
Associate Dean Counseling	<i>Oregon Campus</i>		Texas A & M University
Beck, Donald E., PhD	Adams, Elizabeth E., DA		Bowers, Christine B., MA
University of Utah	University of New York, Albany		University of Nevada
Associate Dean Human Services	<i>Phoenix Campus</i>		Brand, Irwin B., MBA
Kerstner, Patricia L., PhD	Kerstner, Patricia L., PhD		Pace University
Arizona State University	Arizona State University		Braun-Harvey, Douglas, MC
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University of Northern Colorado	University of Puerto Rico	University of Arizona	California State University, Fresno
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<i>Colorado & Southern Colorado Campuses</i>	Dalley, Robin, MA	St. Thomas University	Brigham Young University
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University of Phoenix	<i>San Diego Campus</i>	University of Pittsburgh	University of Arizona
<i>Ft. Lauderdale Campus</i>	Hagenburger, Paul, MA/MAEd	Alimonos, Sheila A., MSSW	Bruns, Catherine A., MC
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405 292-5018 FAX

Oklahoma City Campus

Broadway Executive Park
6501 North Broadway
Extension, Suite # 100
Oklahoma City, OK 73116-
8244
405 842-8007
405 841-3386 FAX

Tulsa Campus

10810 East 45th Street, #103
Tulsa, OK 74146-3801
918 622-4877
918 622-4981

Northeast Region

Maryland Campus

8830 Stanford Boulevard,
Suite #100
Columbia, MD 21045-5424
410 872-9001
410 536-5727 FAX

Rockville Campus

9601 Blackwell Road,
Suite #100
Rockville, MD 20850-3472
240 314-0511
240 314-0139 FAX

Timonium Campus

1954 Greenspring Drive,
Suite #100
Timonium, MD 21093-4111
410 560-0055
410 560-134 FAX

Massachusetts Campuses

Boston Campus

100 Grossman Drive,
Suite # 201
Braintree, MA 02184-4949
781 843-0844
781 843-8646 FAX

Virginia Campuses

Northern Virginia Campus

11710 Plaza America Drive,
Suite #2000
Reston, VA 20190
703 435-4402
703 435-2160 FAX

Pennsylvania Campuses

Philadelphia Campus

170 South Warner Road
Suite # 200
Wayne, PA 19087-2121
610 989-0880
619 989-0881 FAX

Pittsburgh Campus

Penn Center West Six,
Suite #100
Pittsburgh, PA 15276-0101
412 747-9000
412 747-0676 FAX

Penn Center East

Monroeville Office
201 Penn Center Blvd.,
Suite #408
Pittsburgh, PA 15235-5441
412 816-2215
412 823-8879 FAX

Northwest Region

Regional Office

4393 South Riverboat Road
Suite 250
Salt Lake City, UT 84123-2503
801 905-4150
801 268-1214 FAX

Idaho Campuses

Boise Campus
3080 Gentry Way, Suite # 150
Meridian, ID 83642-3599
208 888-1505
208 888-4775 FAX

Oregon Campuses

13221 SW 68th Parkway #500
Tigard, OR 97223-8368
503 403-2900
503 670-0614 FAX

Albany Campus

Linn Benton Community
College
IA Building Room 225
6500 Pacific Boulevard SW
Albany, OR 97321-3755
541 917-4277

Clackamas Campus

One Monarch Center
12550 SE 93rd Avenue,
Suite #300
Clackamas, OR 97015-9986
503 403-2900
503 653-1910 FAX

Hillsboro Campus

3600 SW John Olsen Place,
Bldg., #1
Hillsboro, OR 97124-5807
503 495-1900
503 629-8926 FAX

Utah Campuses

**Northeast Region
Administration &**

Salt Lake City Campus
5251 Green Street
Salt Lake City, UT 84123-4617
801 263-1444
801 269-9766 FAX

Ogden Campus

2484 Washington Blvd.,
Suite # 600
Ogden, UT 84401-2319
801 393-3160
801 394-2702 FAX

Provo Campus

561 East 1860 South
Provo, UT 84606-7312
801 373-6475
801 373-8808 FAX

**Salt Lake City Downtown
Campus**

675 East 500 South,
Suite #400
Salt Lake City, UT 84102-2818
801 579-0065
801 579-0522 FAX

Taylorsville Campus

4393 South Riverboat Road,
Suite #100
Salt Lake City, UT 84123-2527
801 268-1111
801 268-1924 FAX

Vancouver Campus

4401 Still Creek Drive,
Suite # 200
Burnaby, British Columbia
V5C 6G9
604 205-6999
604 205-9049 FAX

Washington Campuses

877 877-4867

Bellevue Campus

13231 SE 36th Street #200
Bellevue, WA 98006-1328
206 268-5800
425 373-0423 FAX

**Mountlake Terrace
Campus**

6100 219th Street SW,
Suite # 200
Mountlake Terrace, WA
98043-2282
206 268-5800
425 670-3727 FAX

South Center

7100 Fort Dent Way,
Suite #100
Seattle, WA 98188-7500
206 268-5800
206 241-8848 FAX

Southeastern Region

Florida Campuses

Ft. Lauderdale Campus
600 North Pine Island Road,
Suite # 500
Plantation, FL 33324-1393
954 382-5303
954 382-5304 FAX

Baymeadows Campus

8131 Baymeadows Circle
West, Suite #101
Jacksonville, FL 32256-1811
904 636-6645
904 443-7656 FAX

Cypress Creek Campus

550 West Cypress Creek
Road, Suite #150
Ft. Lauderdale, FL 33309-
6169
954 392-5303
954 382-5304 FAX

Jacksonville Campus

4500 Salisbury Road,
Suite # 200
Jacksonville, FL 32216-0959
904 636-6645
904 636-0998 FAX

Orlando Campus

2290 Lucien Way, Suite # 400
Maitland, FL, 32751-7057
407 667-0555
407 667-0560 FAX

South Orlando Campus

5750 North Major Blvd.,
Suite # 300
Orlando, FL 32819-7946
407 345-8868
407.352-2208 FAX

**St. Petersburg/Clearwater
Campus**

1901 Ulmerton Road,
Suite #150
Clearwater, FL 33762-3311
727 561-9008
727 592-9423 FAX

Tampa Campus

100 Tampa Oaks Blvd,
Suite # 200
Temple Terrace, FL 33637-
1920
813 626-7911
813 630-9377 FAX

Georgia Campuses

Atlanta Campus

8200 Roberts Drive,
Suite #300
Dunwoody, GA 30350-4153
678 731-0555
678 731-9666 FAX

Louisiana Campuses

888 700-0867

One Galleria Boulevard,
Suite # 725
Metairie, LA 70001-2082
504 461-8852
504 464-0373 FAX

Baton Rouge Campus

2431 South Acadian
Thruway, Suite #110
Baton Rouge, LA 70808-2365
225 927-4443
225 927-9233 FAX

Puerto Rico Campuses

Carr, 177 KM2 (Los Filtros)
P.O. Box 3870
Guaynabo, PR 00970-3870
787 731-5400
787 731-1510 FAX
800 981-0688

**Mayagüez Extension
Center**

KM.3.2. Camino Pitillo
Sector Miradero Barrio
Sabanetas
Mayagüez, PR 00680
787 834-2150
787 265-2500 FAX

Tennessee Campuses

Nashville Campus

616 Marriott Drive, Suite 150
Nashville, TN 37214-5048
615 872-0188
615 872-7121 FAX

Texas Campuses

Dallas/Ft. Worth Campus

Churchill Tower
12400 Coit Road, Suite # 200
Dallas, TX 75251-2009
972 385-1055
972 385-1700 FAX

Houston Campus

11451 Katy Freeway,
Suite # 200
Houston, TX 77079-1903
713 465-9966
713 465-2686 FAX

Online Region

**Online Campus and
Administrative Offices**

3157 East Elwood Street
Phoenix, AZ 85034-7209
602 387-7000
602 387-6020 FAX
800 366-9699

International Campuses

The Netherlands Campus

Rivium le straat 1
2909 LE Capelle a/d IJssel
The Netherlands
011 31 10 288-6344
011 21 10 288-6349 FAX

Arizona Campuses

Phoenix Area Campuses

Ahwatukee Campus
14647 South 50th Street
Phoenix, AZ 85044-6467
480 557-2700
480 557-2717 FAX

Chandler Campus

2975 West Linda Lane
Chandler, AZ 85224-7340
480 557-2800
480 557-2805 FAX

Gilbert Campus

2160 South Power Road
Mesa, AZ 85208-6681
480 557-2600
480 854-4754 FAX

Mesa Campus

1620 South Stapley Drive
Mesa, AZ 85204-6634
480 831-8510
480 839-5982 FAX

Northwest Campus

15601 North 28th Avenue
Phoenix, AZ 85023-4061
602 863-2600
602 863-4900 FAX
Phoenix Campus
4635 East Elwood Street
Phoenix, AZ 85040
480 966-7400
480 921-1044 FAX (main)
800 776-4867 (AZ only)

Scottsdale Campus

8801 East Raintree Drive,
Suite #100
Scottsdale, AZ 85260-3668
480 557-2650
480 557-2668 FAX

Tempe Campus

1150 W. Grove Parkway,
Suite # 101
Tempe, AZ 85283-4407
480 459-2130
480 459-2180 FAX

Southern Arizona Campuses

800 659-8988
5099 East Grant Road,
Suite #120
Tucson, AZ 85712-2732
520 881-6512
520 795-6177 FAX

Fort Huachuca Campus

Building 52104
Fort Huachuca, AZ 85613-
6000
520 459-1093
520 459-8319 FAX

Nogales Campus

870 W. Shell Road
Nogales, AZ 85621
520 377-2290
520 377-2296 FAX

Sierra Vista Campus

460 East Fry Blvd.
Sierra Vista, AZ 85635
520 417-2080
520 417-2099

Tucson Campus

555 East River Road
Tucson, AZ 85704-5822
520 881-6512
520 888-6561 FAX

Yuma Campus

2450 South 4th Avenue
Yuma, AZ 85364
928 341-0233
928 341-0252 FAX

Nevada Campuses

Nevada Campus

333 North Rancho Drive,
Suite # 300
Las Vegas, NV 89106-3797
702 638-7868
702 638-8035 FAX

Henderson Campus

4 Sunset Way, Building E
Henderson, NV 89104-2015
702 433-7408
702 433-6796 FAX

Nellis AFB Campus

554 MSS/MSE
4475 England Avenue,
Suite #217
Nellis AFB, NV 89191-6506
702 652-5527
702 651-0035 FAX

Reno Campus

5310 Kietzke Lane,
Suite #102
Reno, NV 89511-2040
775 828-7999
775 828-7979 FAX

Southwest Campus

2975 South Rainbow
Blvd., Suite E-2
Las Vegas, NV 89102-6596
702 876-1687
702 876-3299 FAX

Western Region

**Southern California
Campuses**

Diamond Bar Campus

1370 South Valley Vista
Drive, Suite #140
Diamond Bar, CA 91765-3921
800 888-1968
909 396-5854 FAX

**Edwards Air Force Base
Campus**

140 Methusa Avenue
Edwards AFB, CA 93524-1401
800 888-1968
805 258-5917 FAX

Fountain Valley Campus

10540 Talbert Avenue
Fountain Valley, CA 92708-
6027
800 888-1968
714 968-8649 FAX

Gardena Campus

1515 West 190 Street 2nd Floor
Gardena, CA 90248-4319
800 888-1968
310 225-5757 FAX

La Mirada Campus

14320 Firestone Blvd.
Suite #150
La Mirada, CA 90638-5526
800 888-1968
714 670-9152 FAX

**Palmdale/Lancaster
Campus**

1202 West Avenue J,
Suite #500
Lancaster, CA 93934-2902
800 888-1968
661 940-7203 FAX

Ontario Campus

337 North Vineyard Avenue,
Suite #100
Ontario, CA 91764-4453
800 888-1968
909 937-2423 FAX

Pasadena Campus

299 North Euclid, Suite # 100
Pasadena, CA 91101-1531
800 888-1968
626 793-9245 FAX

**Saddleback Valley
Campus**

Town Center Plaza
26632 Town Center Drive
Foothill Ranch, CA 92610-
2808
800 888-1968

San Bernardino Campus

301 East Vanderbilt,
Suite # 200
San Bernardino, CA 92408-
3557
800 888-1968
909 890-2375 FAX

Ventura Campus

2051 N. Solar Drive, # 120
Oxnard, CA 93030-2649
800 888-1968
805 988-1711 FAX

Woodland Hills Campus

5955 De Soto Avenue
Woodland Hills, CA 91367-
5107
800 888-1968
818 226-0571 FAX

**Northern California Regional
Office and Campus**

7901 Stoneridge Drive,
Suite #130 & 100
Pleasanton, CA 94588-3677
925 416-4100 or 416-4000
925 734-6353 or 734-6350 FAX
800-769-4867

Bakersfield Campus

4900 California Avenue
A-300
Bakersfield, CA 93309-7018
661 633-0300
661 633-2711 FAX
888 828-2755

Fresno River Park Campus

8355 North Fresno Street,
Suite #200
Fresno, CA 93720-1543
559 451-0334
559 451-0381 FAX
888 722-0055

Novato Campus

75 Rowland Way, Suite 100
Novato, CA 94545-5001
415 898-4449
415 898-9095 FAX
877 274-6364

Oakland Campus

1200 Clay Street
Oakland, CA 94612-1424
510 457-3300
510 457-3340 FAX
877 478-8336

**Pleasanton Hacienda
Campus**

Hacienda Business Park
5725 West Las Positas Blvd.
Pleasanton, CA 94588-4084
925 847-7640
925-847-7676 FAX
800 764-4867

**Port Hueneme Naval Base
Campus**

NCBC
Port Hueneme, CA 93043

San Francisco Campus

185 Berry Street Lobby 3,
Suite #1600
San Francisco, CA 94107-1729
415 495-3370
415 495-3505 FAX
800 448-6775

San Jose Campus

3590 North First Street
San Jose, CA 95134-1805
408 435-8500
408 435-8250 FAX
800 640-0622

Walnut Creek Campus

370 North Wiget Lane
Walnut Creek, CA 94598-2406
925 952-3990
925 946-0233 FAX
888 925-6882

Sacramento Campuses

800 266-2107

Sacramento Campus

1760 Creekside Oaks Drive,
Suite #100
Sacramento, CA 95833-3632
916 923-2107
916 923-3914 FAX

Beale AFB Campus

17849 16th Street
Beale AFB, CA 95903-1711
530 788-7810
530 788-0314 FAX

Fairfield Campus

370 Chadbourne Road
Suisun City, CA 94585-9636
707 426-9500
707 426-0711 FAX

Rancho Cordova Campus

2882 Prospect Park Drive,
Suite #100
Rancho Cordova, CA 95670-
6019
916 636-9440
916 636-9449 FAX

Roseville Campus

New York Life Building
2250 Douglas Blvd., #100
Roseville, CA 95661-3860
916 783-4886
916 783-7829 FAX

San Joaquin Campus

17000 South Harlan Road,
Suite #3A
Lathrop, CA 95330-8738
209 858-0298
209 858-2840 FAX

**Sacramento Valley
Campus**

Crown Corporate Center
2890 Gateway Oaks Drive,
Suite #200
Sacramento, CA 95833-3509
916 286-6000
916 648-0108 FAX

San Diego Campuses

800 473-4346

Del Mar Campus

11682 El Camino Real,
2nd Floor
San Diego, CA 92130-2092
858 509-4300
858 509 4399 FAX

**32nd Street Naval Base
Campus**

**Navy Campus Education
Center**

University of Phoenix,
Box 368-222
3335 Buchanan Street
San Diego, CA 92136-5098
619 515-0670
619 515-0671 FAX

Oceanside Campus

2204 El Camino Real,
Suite #200
Oceanside, CA 92054-6306
760 967-0244
760 471-4275 FAX

Rancho Bernardo Campus

16870 West Bernardo Drive,
Suite # 200
San Diego, CA 92127-1604
858 673-5870
858 673-5869 FAX

Kearny Mesa Campus

3890 Murphy Canyon Road,
Suite #100
San Diego, CA 92123-4403
858 509-4381
858 576-0032 FAX

San Marcos Campus

277 Rancheros Drive
San Marcos, CA 92069-2976
760 599-1950
760 510-8420 FAX

South County Campus

1040 Tierra Del Rey,
Suite #100
Chula Vista, CA 91910-7865
619 656-5077
619 656-5075 FAX

Hawaii Campuses

827 Fort Street
Honolulu, HI 96813-4317
808 536-2686
808 536-3848 FAX

**Hawaii National Guard
Campus**

3949 Diamond Head Road
Honolulu, HI 96816-4495

Miliani Campus

Leiehua Building
300 Kahelu Avenue #10
Miliani, HI 97789-3911
808 625-7004
808 625-7749 FAX

Maui Campus

One Main Plaza
2200 Main Street, Suite # 401
Wailuku, HI 96793-1681
808 249-2500
808 249-8383 FAX

Kapolei Campus

1001 Kamoiiila Blvd.,
Suite # 306
Kapolei, HI 96707-2014
808 674-9535
808 674-2655 FAX

Kaneohe Campus

46-001 Kamehameha Hwy.
Suite #150
Kaneohe, HI 96744
808 247-9080
808 247-6360 FAX

Midwest Region

800 834-2438

**Midwest Region
Administration**

5480 Corporate Drive,
Suite # 260
Troy, MI 48098-2641
248 925-4100
248 267-0147 FAX

Illinois Campuses

Chicagoland Campus
1500 McConnor Parkway
Suite #700
Schaumburg, IL 60173
847 413-1922
847 413-8706 FAX

Michigan Campuses

Detroit Campus

5480 Corporate Drive,
Suite # 260
Troy, MI 48098-2641
248 925-4100
248 267-0147 FAX

West Michigan Campus

318 River Ridge Dr. NW
Walker, MI 49544-1683
616 647-5100
616 784-5300 FAX
888 345-9677

Livonia Campus

17740 Laurel Park Drive
North
Livonia, MI 48152-3906
734 591-9133
734 591-7767 FAX

Southfield Campus

26261 Evergreen Road,
Suite #500
Southfield, MI 48076-4174
248 354-4888
248 354-5969 FAX

Troy Campus

5480 Corporate Drive,
Suite # 240
Troy, MI 48098-2641
248 925-4100
248 267-0147 FAX

Missouri Campuses

Kansas City Campus

901 East 104th Street,
Suite #200
Kansas City, MO 64131-4509
816 943-9600
816 943-6675 FAX

St. Louis Campus

Riverport Executive Center II,
Suite #100
13801 Riverport Drive
St. Louis, MO 64043
314 298-9755
314 291-2901 FAX

Ohio Campuses

Cleveland Campus

5005 Rockside Road,
Suite #325
Independence, OH 44131-
2194
216 447-8807
216 447-9144 FAX

Dayton-Troy Campus

510 West Water Street
Suite #150
Troy, OH 45373
937 332-7400
937 335-4367 FAX

Wisconsin Campus

Milwaukee Campus

20075 Watertower Blvd.
Brookfield, WI 53045
262 785-0608
262 785-0977 FAX

Central Region

Colorado Campuses

800 441-2981

Colorado Campus

10004 Park Meadows Drive
Lone Tree, CO 80124-5453
303 694-9093
303 694-0911 FAX

Aurora Campus

3151 South Vaughn Way,
Suite #100
Aurora, CO 80014-3517
303 755-9090
303 694-9496 FAX

Denver Tech Center Campus - Woodside

5500 Greenwood Plaza Blvd.
Greenwood Village, CO
80111
303 694-9093

Northglenn Campus

10190 Bannock Street
Northglenn, CO 80260-6083
303 755-9090

Pueblo Learning Center

Sangre De Cristo
Arts and Conference Center
210 North Santa Fe Avenue
Pueblo, CO 81003
800-834-4646

South Circle Campus

28640 South Circle Drive
Colorado Springs, CO 80906-
4114
719 527-9000
719 527-4892 FAX

Turnpike Campus

8700 Turnpike Drive
Westminster, CO 80031
303 487-7155
303 487-7161 FAX

Southern Colorado Campus

5475 Tech Center Drive,
Suite #130
Colorado Springs, CO 80919-
2335
719 599-5282
719 5199-7973 FAX
800 834-4646

New Mexico Campuses

800 333-8671

New Mexico Campus

7471 Pan American Freeway
N.E.
Albuquerque, NM 87109-
4645
505 821-4800
505 821-5551 FAX

Kirtland AFB Campus

Albuquerque, NM 87116
505 268-5383
505 254-9709 FAX

Santa Fe Campus

2201 Miguel Chavez
Santa Fe, NM 87501-6914
505 984-2188
505 984-2365 FAX

Santa Teresa Campus

1270 Country Club Road
Santa Teresa, NM 88008
505 589-0116
505 589-1711 FAX

Oklahoma Campuses

Oklahoma City Campus

Broadway Executive Park
6501 North Broadway Exten-
sion, Suite # 100
Oklahoma City, OK 73116-
8244
405 842-8007
405 841-3386 FAX

Norman Campus

1370 North Interstate Drive
Norman, OK 73072-3393
405 292-5008
405 292-5018 FAX

Tulsa Campus

10810 East 45th Street, #103
Tulsa, OK 74146-3801
918 622-4877
918 622-4981

Northeast Region

Maryland Campus

8830 Stanford Boulevard,
Suite #100
Columbia, MD 21045-5424
410 872-9001
410 536-5727 FAX

Rockville Campus

9601 Blackwell Road,
Suite #100
Rockville, MD 20850-3472
240 314-0511
240 314-0139 FAX

Timonium Campus

1954 Greenspring Drive,
Suite #100
Timonium, MD 21093-4111
410 560-0055
410 560-134 FAX

Massachusetts Campuses

Boston Campus

100 Grossman Drive,
Suite # 201
Braintree, MA 02184-4949
781 843-0844
781 843-8646 FAX

Pennsylvania Campuses

Philadelphia Campus

170 South Warner Road
Suite # 200
Wayne, PA 19087-2121
610 989-0880
619 989-0881 FAX

Pittsburgh Campus

Penn Center West Six,
Suite #100
Pittsburgh, PA 15276-0101
412 747-9000
412 747-0676 FAX

Penn Center East

Monroeville Office
201 Penn Center Blvd.,
Suite #408
Pittsburgh, PA 15235-5441
412 816-2215
412 823-8879 FAX

Northwest Region

Idaho Campuses

Boise Campus
3080 Gentry Way, Suite # 150
Meridian, ID 83642-3599
208 888-1505
208 888-4775 FAX

Oregon Campuses

13221 SW 68th Parkway #500
Tigard, OR 97223-8368
503 403-2900
503 670-0614 FAX

Albany Campus

Linn Benton Community Col-
lege
IA Building Room 225
6500 Pacific Boulevard SW
Albany, OR 97321-3755
541 917-4277

Clackamas Campus

One Monarch Center
12550 SE 93rd Avenue,
Suite #300
Clackamas, OR 97015-9986
503 403-2900
503 653-1910 FAX

Hillsboro Campus

3600 SW John Olsen Place,
Bldg., #1
Hillsboro, OR 97124-5807
503 495-1900
503 629-8926 FAX

Utah Campuses

Northeast Region Administration

4393 South Riverboat Road,
Suite #100
Salt Lake City, UT 84123-2527
801 268-1111
801 268-1924 FAX

Salt Lake City Campus

5251 Green Street
Salt Lake City, UT 84123-4617
801 263-1444
801 269-9766 FAX

Ogden Campus

2484 Washington Blvd.,
Suite # 600
Ogden, UT 84401-2319
801 393-3160
801 394-2702 FAX

Provo Campus

561 East 1860 South
Provo, UT 84606-7312
801 373-6475
801 373-8808 FAX

Salt Lake City Downtown Campus

675 East 500 South,
Suite #400
Salt Lake City, UT 84102-2818
801 579-0065
801 579-0522 FAX

Taylorville Campus

4393 South Riverboat Road,
Suite #100
Salt Lake City, UT 84123-2527
801 268-1111
801 268-1924 FAX

Vancouver Campus

4401 Still Creek Drive,
Suite # 200
Burnaby, British Columbia
V5C 6G9
604 205-6999
604 205-9049 FAX

Washington Campuses

877 877-4867

Bellevue Campus

13231 SE 36th Street #200
Bellevue, WA 98006-1328
206 268-5800
425 373-0423 FAX

Mountlake Terrace Campus

6100 219th Street SW,
Suite # 200
Mountlake Terrace, WA
98043-2282
206 268-5800
425 670-3727 FAX

South Center

7100 Fort Dent Way,
Suite #100
Seattle, WA 98188-7500
206 268-5800
206 241-8848 FAX

Southeastern Region

Florida Campuses

Ft. Lauderdale Campus

600 North Pine Island Road,
Suite # 500
Plantation, FL 33324-1393
954 382-5303
954 382-5304 FAX

Baymeadows Campus

8131 Baymeadows Circle
West, Suite #101
Jacksonville, FL 32256-1811
904 636-6645
904 443-7657 FAX
Cypress Creek Campus
550 West Cypress Creek
Road, Suite #150
Ft. Lauderdale, FL 33309-
6104

954 392-5303

954 382-5304 FAX

Jacksonville Campus

4500 Salisbury Road,
Suite # 200
Jacksonville, FL 32216-0959
904 636-6645
904 636-0998 FAX

Orlando Campus

2290 Lucien Way, Suite # 400
Maitland, FL, 32751-7057
407 667-0555
407 667-0560 FAX

South Orlando Campus

5750 North Major Blvd.,
Suite # 300
Orlando, FL 32819-7946
407 345-8868
407.352-2208 FAX

St. Petersburg/Clearwater Campus

1901 Ulmerton Road,
Suite #150
Clearwater, FL 33762-2300
727 561-9008
727 592-9423 FAX

Tampa Campus

100 Tampa Oaks Blvd,
Suite # 200
Temple Terrace, FL 33637-
1920
813 626-7911
813 630-9377 FAX

Georgia Campuses

Atlanta Campus

8200 Roberts Drive,
Suite #300
Dunwoody, GA 30350-4147
678 731-0555
678 731-9666 FAX

Louisiana Campuses

888 700-0867
One Galleria Boulevard,
Suite # 725
Metairie, LA 70001-2082
504 461-8852
504 464-0373 FAX

Baton Rouge Campus

2431 South Acadian Thru-
way, Suite #110
Baton Rouge, LA 70808-2375
225 927-4443
225 927-9233 FAX

Puerto Rico Campuses

Carr, 177 KM2 (Los Filtros)
P.O. Box 3870
Guaynabo, PR 00970-3870
787 731-5400
787 731-1510 FAX
800 981-0688

Mayagüez Extension Center

KM.3.2. Camino Pitillo
Sector Miradero Barrio
Sabanetas
Mayagüez, PR 00680
787 834-2150
787 265-2500 FAX

Texas Campuses

Dallas/Ft.Worth Campus

Churchill Tower
12400 Coit Road, Suite # 200
Dallas, TX 75251-2009
972 385-1055
972 385-1700 FAX

Houston Campus

11451 Katy Freeway,
Suite # 200
Houston, TX 77079-1903
713 465-9966
713 465-2686 FAX

Online Region

Online Campus and Administrative Offices

3157 East Elwood Street
Phoenix, AZ 85034-7209
602 387-7000
602 387-6020 FAX
800 366-9699

International Campuses

The Netherlands Campus

Rivium le straat 1
2909 LE Capelle a/d IJssel
The Netherlands
011 31 10 288-6344
011 21 10 288-6349 FAX

Northern Virginia Campus

Northern Virginia Campus

11710 Plaza America Drive,
Suite #2000
Reston, VA 20190
703 435-4402
703 435-2160 FAX

Wichita Campus

3020 North Cypress Drive,
Suite #150
Wichita, KS 67226